

THE  
HIGH-SCHOOL  
PROBLEM  
—  
PEARSON



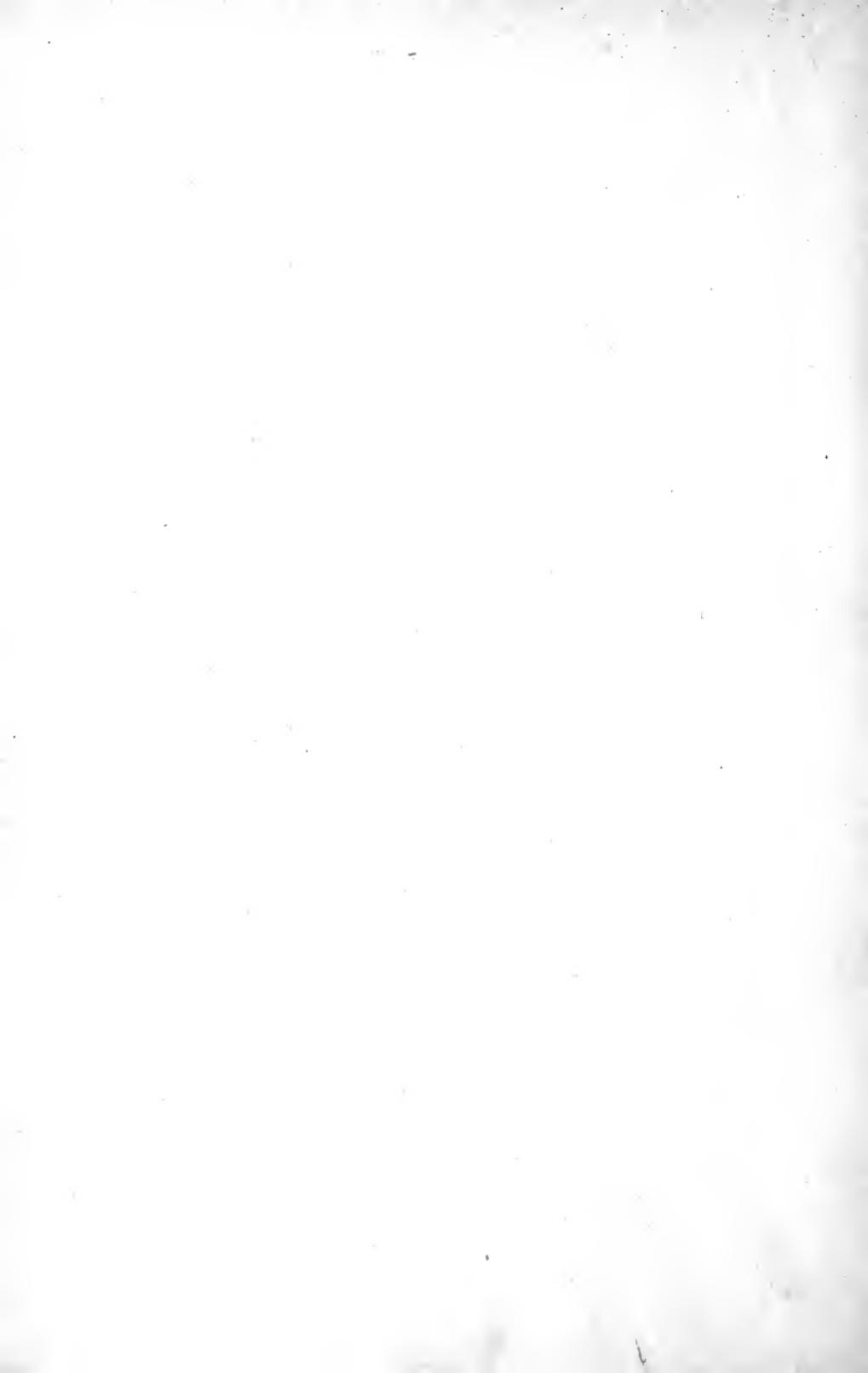
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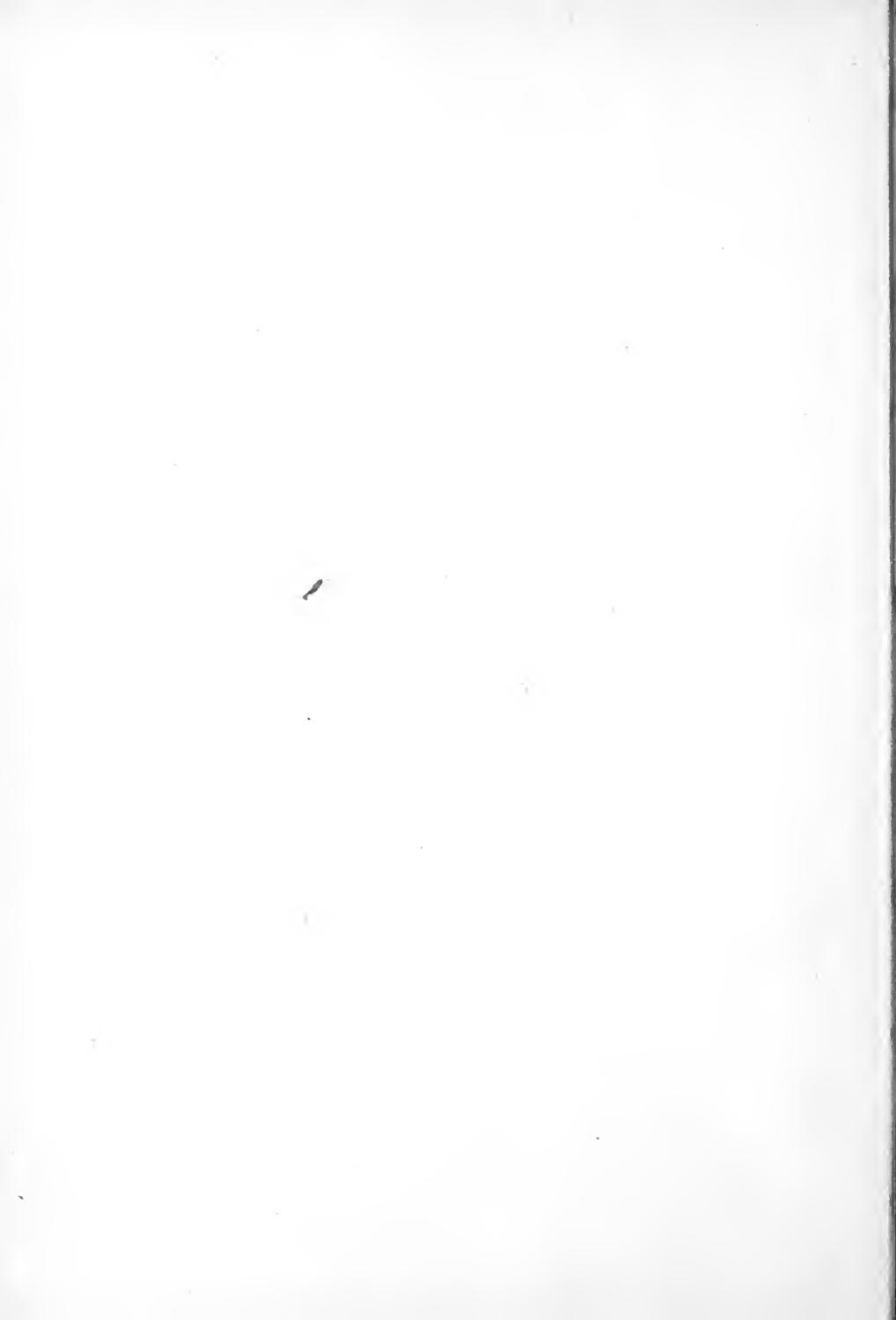
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# **THE HIGH SCHOOL PROBLEM**



# THE HIGH SCHOOL PROBLEM

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UNIVERSITY



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## PREFACE

It must be evident to all thoughtful persons that the high school stands upon the threshold of a larger career of effectiveness. The utterances in favor of socializing and vitalizing high-school work are prophetic. The changing conditions of life, both social and economic, seem to call for a readjustment in our high-school procedure. This call will be more insistent as time goes on, and the school which fails to heed the call will find itself relegated to a position of subordinate importance as a determining factor in social and economic affairs. Conceding, to the utmost, the influence of colleges of education and normal schools in the way of inculcating better methods of teaching, there still remains much for high-school teachers, themselves, to do in the way of taking a generous survey of their work so as to give direction and potency to civilization. Tradition, alone, will not avail. The high school should lead, not follow; but this high function will not be attained until it can preview civilization and prepare the way. This privilege appertains to each individual teacher, nor can this function be either abrogated or delegated. Unless each teacher appreciates his own responsi-

bility in this high enterprise, the high school will not attain its maximum efficiency.

This book is an appeal to the individual teacher to make the most of himself and his opportunities to the end that the high school may attain the full fruition of its purposes; that education may have a larger content; and that society, more and more, may become the beneficiary of high school influences.

F. B. P.

Columbus, Ohio,  
December 22, 1915.

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## INTRODUCTION

During the past year it was proposed in several educational journals and in at least one State Legislature that tuition fees be exacted from all who attend high schools. The plea is made that the elementary schools are starved because of the large sums which go to the high schools and the colleges. If the idea of charging tuition in secondary schools is ever carried into effect, it will tend to create social distinctions similar to those found in England and on the Continent of Europe. One of the surprising things in European travel is the fact that American educators can visit schools abroad without discovering the radical difference between the school systems of the Old World and those of the United States. The former were organized to perpetuate the distinction between the masses and the classes. Professor Paulsen who taught education at the University of Berlin is authority for the statement that of ten thousand boys in attendance at the Volks-schule not one ever reaches the University. And yet the universities, at least in time of peace, are full of students. Whence do they come? If the father is rich enough to pay the tuition which the government

exacts from pupils in the secondary schools, his son may spend the necessary years in preparation for the University. The boys whose parents cannot afford this expense, attend schools which aim to fit for vocations to which a university education is not essential.

In the United States the effort has been to organize school systems which seek to offer the best education that the pupil will take. We have tried to build up school systems which, to use Huxley's phrase, are like an educational ladder on which any pupil, if he has the strength to climb, may ascend from the humblest homes through the free schools, including the high school, into the College and the University and thence into the learned and the technical vocations, sometimes into the highest positions in the gift of the people. Shall we abandon this ideal for the sake of the efficiency which is supposed to characterize European schools? Would such a policy not stifle some of the best talent now found in our elementary schools? Free text books make a secondary education possible to many a pupil who could otherwise not face the expense of schooling beyond the grades. The policy of charging tuition in the high school would close the door of opportunity against many of our brightest pupils. Under such a policy many a gem must remain unpolished and many a star unknown.

There are today about forty vocations which

require more or less of high school training by way of preliminary education. Many of them require the full equivalent of the four years of a standard high school course. Hence the pupil who quits school before graduation from a first-class school of secondary grade, finds the door of opportunity closed against him in many directions. And the number of learned vocations is on the increase. More and more of the forms of skilled labor presuppose some knowledge of the arts and sciences. Hence new problems are constantly arising for our schools to solve. The attendance at our high schools is rapidly increasing and school officers find that accommodations which were supposed to be ample for twenty years to come, are outgrown in less than five years. And if our secondary schools are to keep pace with the demands of the times, they must enlarge, not only their buildings, but also their scope and their curriculum of studies.

The average man considers a trade school a good thing for his neighbor's son. For his own son he prefers a different type of schooling if the boy is willing to take it. Let it be hoped that through changes in the content of our courses of study all types of vocational schools will meet with favor and be considered worthy of patronage and public support.

The working people are ambitious to secure and in many instances have already secured an eight-

hour working day. Whether this shall prove a curse or a blessing depends upon the manner in which the remaining hours of the day are spent. If the hours which are not devoted to bread-winning and money-getting, are spent in dissipation and riotous living, the eight-hour day will prove a curse instead of a blessing. If on the other hand the leisure hours are devoted to the things of the mind and the higher life, the shorter working day will be a source of uplift and progress.

The high school has a function in training for both vocation and avocation. By vocation are usually meant the activities through which one earns a livelihood for himself and family. The word avocation is sometimes used to convey the same idea; but when used in its stricter sense it denotes the activities with which the worker occupies himself when he is not engaged in the struggle for bread. The Great Teacher said that man shall not live by bread alone. It helps to make life worth living if the pupil in the high school is taught to enjoy the things of the mind and the higher life. Literature, music, painting and the other fine arts afford sources of enjoyment far higher than the things we eat and drink and wear and the houses in which it is our privilege to dwell. In the secondary schools of every type the pupils should learn to think God's thoughts as revealed in nature and the best thoughts of the best men as enshrined in the printed pages of the shelves of the

library. In the education of the future the school will be expected to train not merely for bread-winning and money-making but also for the activities which help to make life worth living.

This volume from the pen of Professor Frank Pearson discusses the various phases of the high school problem as it today confronts the American people. The author has been a teacher, an editor, and a high school inspector. His chapters are helpful and stimulating. His experience and insight have fitted him in an eminent degree to speak with authority. I bespeak for his conclusions careful study by all who have to do with education in general or whose special field of work is found in the schools of secondary grade.

NATHAN C. SCHAEFFER.

Harrisburg, Pa.

August 2, 1915.



# THE HIGH SCHOOL PROBLEM

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## CHAPTER I

### THE PROBLEM

**Statistical statement.**—If all the young people who are enrolled in the high schools of our country were arranged in a marching column, four abreast, and the ranks three feet apart, this column would extend a distance of more than one hundred and sixty miles. Or, to put it in another way, if these young people were traveling by rail, sixty people to a coach, and eight coaches to a train, it would require more than twenty-four hundred such trains to transport them; and these trains combined would extend more than four hundred miles.

These statistical facts give some notion of the problem so far as numbers are concerned. But, even in point of numbers, these figures do not present the whole problem. In Massachusetts there are, in round numbers, sixty thousand enrolled in high schools and forty-five thousand others of high school age who are not in school. In Vermont there are fewer than six thousand in high school out of a possible twenty-

five thousand; and, in Illinois, about thirty-five per cent of the young people of high school age are either idle or engaged in unprofitable, or undesirable employment. All those who are not in school must be taken into account in taking a comprehensive view of the problem even on the numerical side. It is but truth to say that many of these boys and girls are out of school because the work of the high school did not make a strong appeal to them.

**Relation to absenteeism.**—Hence, the solution of the problem must reckon with the absentees as well as with those whose names are found on the school records. With all our efforts to get at the real causes for the large exodus from the high schools no satisfactory explanation has been made and we still solace ourselves with the feeling that the young people, themselves, are at fault and not the school. The table is spread, we argue, and, if they do not come to the feast, the responsibility is theirs and not ours. If they say that they do not crave the food we serve we reply that both history and tradition go to prove that the food is palatable and nutritious and that they ought to like it whether they do or not. Thus, the school evades responsibility for absenteeism.

**Changing conditions.**—Another factor in the problem is the fact that these young people are in a state of change, physical, mental, and spiritual. They are very certain that they want something but do not know clearly what it is or how to get it. They are

full of energy but do not know how to control and direct this energy to their own advantage. The engine has a full head of steam but the track has not been laid. Even their parents are doubtful as to the best course to pursue with them, and often confess failure in their dealings with their own children. These boys and girls are eager to assume the functions of men and women but have no clear notion as to what those functions are. They do not see things in right relations or proportions. The present is their all-in-all, and their faith is abiding that the future will take care of itself and them. They cannot differentiate major from minor and the distractions of life often take a major place with them. In short, they are in a state of perplexing bewilderment. Their native impulses are driving them on, but they lack chart and compass to direct their course.

Our problem, then, has to do with this vast number of young people in this condition of unrest and perplexity and, in addition, the many thousands of others who are ignoring the high school altogether. Such a problem is sufficient in magnitude and importance to challenge the best thought of all who are, in any way, connected with high school work, boards of education, superintendents, supervisors, principals, teachers, and parents. Thoughtful consideration of the problem is certain to evoke many questions. Is the high school doing all that is possible for these young people? Are the things that

the high school is trying to do the best things to do, or are there others that would be better? Is the high school doing what it is doing in the best possible way? Who is commissioned to discover better things to do or better ways of doing what we are attempting? How are these things to become an integral part of the high school regime?

**Facing the problem.**—These and many other questions of like import are inevitable as we stand facing the problem and they will not down. If we will not answer them we stand convicted of cowardice; if we cannot answer them we stand convicted of ignorance. Either horn of the dilemma gives a feeling of discomfort, but, in this case, discomfort is a hopeful sign. Complacency will never bring the solution of the problem. Diagnosis must precede the prescribing of remedies, and there will be no diagnosis until we become uncomfortable in the presence of our problem. If we have a passing feeling of pity and condemnation for the boy who leaves school and then forget him, we must be held accountable at the bar of civic economy for our indifference or dereliction. The conservation of boys and girls is highly important. They are too valuable to be wasted, not only in a moral sense but in a civic sense as well.

The Ninety and Nine parable has a vital application in every high school, nor can its teaching be ignored with impunity. We may not emulate the wicked and rebellious Cain in the query “Am I my

brother's keeper?" Any careful study of the problem before us must assume that the school, in large measure, is responsible for every boy and girl of high school age. The State organizes, equips, and supports the school for all boys and girls and not for two-thirds of them. If we try to shift responsibility for absenteeism upon the home or upon the community at large it is a tacit acknowledgment that we are unable to cope with the stronger pull of these two institutions, a running up of the white flag.

When a man falls overboard there is great excitement and all interests are focused upon his rescue; but when the boy falls overboard the educational ship moves on its complacent way with but mild concern. When Huck Finn explained the apparent intention of Solomon to cut the child in two Jim remarked "What's de diff'ence? Plenty mo'." We may be lulled into complacency by the fact that the schools are crowded already, but it is far better and cheaper to build more schools than more prisons, and it cannot be denied that deserters from the school form a large part of the recruits for the prison.

Then, on the physical side, we have constructed palatial buildings and supplied them with elaborate equipment at great expense, giving much serious thought to convenience and elegance, but, with all our material provision, there is a great host of young people who are standing aloof from the school,

resisting the appeals of building, equipment, teachers, and even their companions.

These young people who thus stand aloof are neither abnormal nor sub-normal but are quite like those who are enrolled in the schools, with kindred propensities, tastes, and aspirations. In the ideal high school order we shall have no such scholastic vagabondage as we now see just as, in the ideal society, there will be no tramps along the highways. We may not soon realize these ideal conditions in the school but life, at its best, is a striving toward the ideal and the school, itself, would be a sorry affair were it to rest content with what is.

The educational Golden Age will see all young people of high school years enrolled in the schools, and will see these schools doing work so wide in its scope as to serve the needs of all these young people. Fresh air, wholesome food, education, and honest work will then be co-ordinate elements in the scheme of life for these young people and the men and women who teach in the school will be wise enough and sympathetic enough to make this ideal condition a reality. They will deeply appreciate the fact that all the boys and girls of the land are their problem and that books, courses of study, buildings, and equipment are subsidiary agencies.

## CHAPTER II

### THE HIGH SCHOOL

**High School defined.**—It is not the purpose of this chapter to trace the genealogy of the high school back to its ancestors the academy and the Latin grammar school. That would lead us far afield into the domain of the history of education and that has been done so well in recent years that we are all fairly conversant with the historical development of schools in general, the high school included. It is rather the purpose here to discover, if possible, what the high school is, what it is liable or likely to be in future, and what it ought to be.

Without under-valuing ancestry, it is well to give some consideration to posterity. It requires no prophetic vision to see that the high school of the future will differ from the high school of the present, for it is common knowledge that the high school is in a state of transition. We are just now very busy, working at our tasks, while we are trying to discover what to do and how to do it.

The caption of this chapter conjures up many pictures which portray a great variety of conditions, and all of these connected with high schools. Here

is a school of one room where a teacher and five pupils constitute the high school. There is a small case of books, a few books on the teacher's desk, a few maps, three or four pictures on the walls, a dictionary, and in addition the usual complement of school appurtenances. The teacher is a college graduate, a young woman of winning personality, and effective as a teacher. The pupils respect her to the verge of reverence and the spirit in that little group is excellent. In that community this is known as a high school.

In the course of her first year this teacher visited a large city and spent a day in the great cosmopolitan high school. The experience produced in her a feeling of bewildering astonishment. She had never imagined that such a school could be. It had never occurred to her that so many people could be housed in one building, much less taught. She saw hundreds of pupils thronging the halls, at class intervals, and almost while she gazed the halls became empty and silent. Then she wondered what had become of all the people she had just seen. She knew they must be in the building but could not imagine where they were or what they were doing. When she looked at the roster of teachers and the daily program her astonishment was intensified. A tour of the building produced a succession of revelations. In one room she saw a group of boys with hammers, chisels, saws, and planes fashioning pieces

of wood into useful and artistic forms. In another room, other boys were doing similar work with iron. Still others were working in clay. She saw a bevy of girls engaged in cooking amid a profusion of culinary utensils, and others transforming fabrics into garments. Through open doors she saw groups busily engaged with experiments in chemistry and physics. The typewriter room seemed less like a school than any other room because of the noise. She was accustomed to quiet in her own school. When she reached rooms where the teaching of language, history, and mathematics was in progress she began to get her bearings once more, for these things took her mind back home. The more she pondered the more she wondered that any one person could arrange and direct all these people and all these activities. Among so many pupils how would they discover if one was absent or tardy? How could the pupils find the right room, and how could they know what class came next? How would the principal discover the absence of a teacher among so many? How could they learn the names of so many pupils?

These and a host of other questions of like import kept recurring to her during the day, but with no satisfying answers. One day was not sufficient for them all. The school was too big, from every angle, to be comprehended in a single day. For weeks she found her thoughts going back to that school, trying to grasp its complete significance, little realizing

that she was attempting the impossible, that it would require weeks for a teacher in that school to do what she had tried to accomplish in one day.

These two pictures give us the extremes of the high-school situation and prove that the name we use in designating these schools is quite an elastic term. By reason of this elasticity we are wont to interpret the content of the name by our own experience. A high school is the sort of school in which we happen to be teaching. Indeed, we are prone to think of our school as *the* high school, whether it is small or large. By reason of this fact it is not easy to formulate a definition of the high school even if that were desirable.

**High Schools differentiated.**—Certain it is that size alone is not the determining factor of superiority. A small high school may be better than a large one, all depending upon the management, the teaching, and the spirit. Nor does the character of the building determine the ranking of the school. A palatial building, whose walls and environs bear the evidences of vandalism in the form of class numerals and such like manifestations of misdirected enthusiasm, gives the impression of incongruity. In the presence of such conditions on the outside, the conviction persists that things are not altogether right on the inside of that building, even though the building, itself, is majestic. Hence, the building and the equipment are not to be regarded as reliable

exponents of the school. They are useful auxiliaries, but they are liabilities as well as assets. We are inclined to tolerate a mediocre school in a poor building, but not a mediocre school in an excellent building.

We must even go beyond the personnel of the teaching corps, the text-books, the course of study, and the daily work in order to give a just estimate of the school. We must inquire into its effectiveness as an agency of society in accomplishing the purposes for which it is supported. If the school is intended to promote the co-operative well-being of the people of the community and thus render that community favorable to right living, then we have a standard by which we may test the effectiveness of the school.

**The test of a high school.**—The supreme test lies in the question Do the activities of the school function in right activities in society? Thus, it becomes necessary for us to make a survey of the community in order to rank the school. Is the community a better place in which to live by reason of the presence of the school? Is the government of the community in more capable hands because of the work of the school? Have poverty and crime decreased through the influence of the school? Are people more self-respecting, self-reliant, and self-supporting because of the school? Do the artisans of the community work more efficiently and honestly as a result of the

school activities? Do honest weights, measures, and materials of construction obtain more largely in the community as an outgrowth of school work? Do the people read a higher grade of books because of having literature in the high school? Are the decorations of the homes more artistic because of the teaching of art? Is the colored supplement of the newspaper less objectionable, and the bill-boards less bizarre because of the art department? Is the home more economically, methodically, and artistically administered because domestic science has been taught in the high school for a period of years? Do women dress more sensibly and more becomingly because of the teaching of domestic art in the school? Do the people employ their leisure time more profitably because of habits formed in the school? Is there a higher appreciation of art, literature, music, nature, and the amenities of society because of the principles that have been inculcated by the school? Do we as a people study history more ardently and more intelligently because of the teaching of history in the school?

These questions might extend indefinitely, but the foregoing are sufficient to show what the real test of the school is. Such questions as the above may constitute a severe test but the high school should not shrink from any test, however severe, that will arrive at the truth. If society is not advancing in the particulars that have been enumerated, and, if the

high school is responsible, in any degree, for this lack of advancement, then the high school ought to be the pioneer explorer into the causes of retardation that it may become an intelligent seeker for the remedy.

**The function of the school.**—If, to illustrate, the quest of the high school has been for mere knowledge rather than wisdom, and society has suffered from this restricted activity, then it behooves the school to enlarge its scope and intensify its plans and purposes. Will the high school conform to the changing conditions of society or is it to become potent enough to bring about changes, to modify, and give color and flavor to the activities of society? Is it to be a leader or a mere follower? These are questions that confront the high school, and every school official as well as every teacher. Nor can any teacher evade responsibility for the answers.

Since "a tree is known by its fruit," we must examine the fruit with great care before we can, with intelligence, enter upon a course of pruning and grafting. If the teacher of history finds, upon careful examination, that the pupil ceases to study history when he discontinues school work, then it is incumbent upon this teacher to discover a way by which he may project the work of the school into the life of the community. He proclaims, with emphasis, in his classes that every intelligent citizen should be a student of history, but finds, through his survey,

that many people in the community, who lay claim to a goodly degree of intelligence, are not students of history, and, among these, some of his own pupils. Either his theory is wrong or, else, his teaching has been more or less ineffective. Moreover, the responsibility, in some measure, is his and he cannot escape it.

If shops dealing in wall-paper continue, year after year, to display flamboyant patterns, the department of art must assume some of the responsibility. It is not a flattering commentary upon this department that it cannot elevate the taste of the people even in the matter of wall-paper. Indeed, if art and physiology had done their "perfect work" we ought to have arrived at a state of civilization, by now, when wall-paper would be but an unpleasant memory.

Many people say that they have not looked at a Latin book since they graduated, but that does not prove that Latin is not a worthy study. It simply means that the teaching was such that it did not carry over into the after-school life of the pupil. On the other hand, there are many who received, in the high school, an impetus in the study of Latin that has continued through the years, and to whom Latin books have been a constant source of recreation and delight. The teachers of the former class have much occasion for meditation; the teachers of the latter class occasion for gratification.

**The High School a democracy.**—The high school is the heart of the school process. Just as the blood flows into and out from the heart, so life flows into and out from the high school. Democracy assumes the presence of men and women and, since the high school receives young people as they are entering the domain of manhood and womanhood, it becomes to them the place and means of preparation for their work as citizens. In point of fact, the high school should constitute an integral part of life for these young people. Just where preparation ceases and actual life-work begins has not been clearly revealed. The daily round of work on the part of every man and woman is a preparation for better and greater achievements in the days to come. So with these young people. Their daily tasks are a part of real life and their high-school experiences cannot be reduced to the plane of mere preparation.

It is inconceivable that the boy who has been well taught in the subject of agriculture will cease to be interested in this subject upon receiving his diploma. Such teaching would amount to a travesty. So with the subject of civics. This subject, if well taught, lays upon every boy and every girl some measure of responsibility in civic affairs during the entire high-school period, whether it be four years or six years, and thus makes them conscious of government in the school and, also, in society. Living in this atmosphere and feeling some responsibility

for government they are all the while learning to do while they are doing. We may well call this the laboratory method in the science and practice of government and the activities of these young people after graduation will be but a continuation of their activities in the high school.

**Vocational and cultural studies.**—The line of demarcation between vocational studies and cultural studies is yet to be discovered. In the view of civics, as just suggested, it is clearly vocational in that it projects itself into the duties and functions of citizenship. To be sure, the subject has its cultural side as well, and we may well rejoice that many school subjects combine the vocational and the cultural. History is generally classed among cultural subjects, but a member of Congress has become conspicuous because of his wide and accurate knowledge of history. To him it is vocational, since because of his knowledge of the subject he has won the admiration and confidence of his colleagues and so is able to pursue his vocation with far greater success.

Chemistry may be a cultural study to the minister but it is a vocational study to the physician. Agriculture may be a cultural study to the man of letters but it is both cultural and vocational to the farmer. Greek and Latin are accounted strictly cultural studies but there are many men and women to whom they may be properly called vocational. And so we might proceed through the entire list.

**Conclusions reached.**—It must be evident, therefore, that the work of the high school is, in a very real sense, a part of the life-work of every pupil, and to take the view that the high school is detached from real life is to go wide of the truth. We are all familiar with experiments in co-operative high-school work and there is much testimony in proof of its efficacy. Two boys pair off in joint activities. One works in the shop for a week while the other pursues work in the school. During the next week the order is reversed. The life of the boy in the school is as real as the life of the boy in the shop. So, too, we have continuation high schools, and night high schools, and the work in such schools is a part of the life of those who are enrolled in these schools.

The high school, then, is a democratic institution where democracy is practiced and nurtured for the elevation and strengthening of the larger democracy of which the high school is an integral part. If we subscribe to this definition of the high school we shall gain a vantage point from which we may see all the activities of the school, as they pass in review, and determine whether these activities are making their maximum contributions to the well-being of society.

## CHAPTER III

### ORGANIZATION

**Importance of organization.**—Since, then, the high school is a democracy working within and for the well-being of a larger democracy, the problem of organization is seen, at once, to be fundamentally important. To organize the high school effectively is a difficult and delicate task, and the task is all the more delicate and difficult because the elements composing the organism are almost wholly human elements. These human elements, if rightly and righteously articulated, are the strength and glory of the high school, but, if there is maladjustment, they become both a menace and a weakness. In the case of a piece of mechanism a lack of proper adjustment of parts renders the machine merely neutral; but, in the case of human elements, a lack of right adjustment and articulation renders the organism dynamically negative and there ensues disorder if not disruption.

No high school has, as yet, been so effectively organized that all the elements composing it have attained their maximum of efficiency. No high school can be found in which every teacher and every pupil is doing his possible best both for himself and

for society. Teachers may be working to the utmost limits of their strength and still fail to win the highest results for the school and for the community. There may be a wrong adjustment of teacher to pupil, in which case neither attains his highest efficiency. The assumption of omnipotence and omniscience on the part of the teacher is certain to create a situation that militates against harmony and the pupil becomes insubordinate, or, else, discontinues that study or leaves school altogether.

**The High School and the prison.**—In the organization of prisons the principle of repression predominates; but, in the organization of the high school, the largest possible freedom is desirable and useful. In the prison only strict obedience is required; but the high school strives to inculcate and stimulate, in the highest degree, right initiative. This must be true seeing that the high school is a democracy for initiative by the individual is one of the fundamental characteristics of a democracy, and, unless the pupils are trained to act upon their own initiative in the high school, they will not be able to exercise their functions in the larger democracy.

The boy who applies the teaching of civics to the activities of his own home finds it comparatively easy to extend his interests to the neighborhood, then to the community, and so on, by natural gradations, to the state and the nation. Once the habit of civics is formed there is no difficulty in widening the scope

of its application. Civic consciousness renders the possessor alert to all the civic needs of the entire community. So, also, in the matter of initiative. The pupils, in whom the power of initiative has been cultivated for a term of years, finds no strain or stress in passing over into the duties and responsibilities of the larger democracy. In order to foster initiative there must be accorded to pupils the greatest possible freedom that is consistent with good government. In this respect, the organization of the school differs radically from the organization of the prison where repression obtains and where authority is constantly in evidence.

Officials who address themselves to the task of organizing the high school are confronted with considerations of vital import. To begin with, they must be able to sense the real meaning of civilization. They must know not only what society is but their vision must penetrate the future so as to discover the probable future needs and demands of society. Unless they can anticipate the needs of society in the years to come they will not be able to make wise provision for them. Tradition cannot be made the basis of organization. The wise engineer keeps his eyes on the tract in front without great concern as to the track already passed over.

**Socializing the school.**—If we succeed in socializing the high school, it will be done through the processes inherent in and growing out of organiza-

tion. We must begin at the center and work outward. External applications will be but veneer and patch-work and will not get to the core of the problem. Too long have we considered the school as a thing apart and detached from society, and, hence, the difficulty we find in our efforts to cause society and the school to work in unison. We shall not succeed in uniting them until we come to regard the school as an integral part of society and all the school activities as a part of the day's work.

When this conception obtains we shall see to it that all the elements in the school organism are so adjusted and articulated as to make the largest possible contribution to society. Then will the high school and society be regarded as co-ordinate and co-operating agencies acting and reacting upon each other for the common good. All the activities of society will then become a part of the subject-matter for careful consideration by the school. No longer will one period be set apart in the class in English, and only in this class, for a survey of current events for these events will be made a part of the warp and woof of every class exercise in all subjects. The deliberations of congress, of the legislature, the city council, the chamber of commerce, the county commissioners, the township trustees as well as of all other legislative and civic organizations will be a part of the working material of the school, and the teacher who fails to utilize this material will be made

conscious of the fact that he is in the way of neutralizing the work of the school in its relation to society.

**Test of the teacher.**—But the teacher cannot use this material unless he knows what it is. Right here is the crucial test of the teacher as a socializing agency in the school regime. He must know physics, of course, if he is teaching this subject, and he must know physics also in its application to the problems of the larger democracy. If this phase is made clear in the class, the pupils will see that their circle is a part of the larger circle, and that every advance they make in their own circle is an advance toward the limits of the larger circle. Then, it will not be necessary for the teacher to justify the study of the subject for the pupils will justify it for themselves.

The attitude of the teacher, therefore, toward his subject in its relation to society is of prime importance. When the attitude of all teachers in the school is right, in this respect, they automatically combine into a corps, because they are animated by a common purpose. They meet on the plane of this common purpose without any abatement of individuality. Actuated by this high purpose of making their school fulfill its mission most effectively, the teachers will move in the same direction, in wholesome unison, sensing the plans of the school and executing them with fine zeal, knowing the expectations of the principal before they are expressed, and

even anticipating his desires as to the conduct of school affairs. Such a corps of teachers is the right arm of the principal in his many-sided task, as well as his chief joy.

If there is one member of the teaching group who proves to be a discordant element, unison and harmony are destroyed and the school suffers accordingly. The teacher who cannot work in harmony with the other teachers of the school should seek another field of endeavor voluntarily or otherwise, and that without delay. Better a surgical operation than that the school decline from its high estate.

**The grouping of pupils.**—Another phase of the work of organization is the grouping of pupils, and here large wisdom and sympathetic interest are needful. If the organizer could only know in which group, with which teacher, and in which branches each pupil could work most effectively, and assign the pupils accordingly it would prove a great boon to the school and to society. The pupil who is misplaced in the organism deserts the school to gain his freedom, whereas the theory of the school is to have no misfits and no lack of freedom. The boy of high-school age wants to be and has a right to be an individual and not a cog in a wheel.

It is unfortunate that more care is not exercised in placing pupils when they enter high school. They are hustled about, very often, with strict commands to do this or that with but scant reference to their

aptitudes, their inclinations, or their affiliations. The school seems to be in such a hurry to start the machinery that boys and girls often are made to feel that they are negligible quantities, or, at best, mere specimens to be labeled and classified.

If the principal and the teachers could come to know these pupils a year in advance of their entrance to high school the mortality among first-year pupils would undoubtedly be greatly diminished. A whole month might be profitably spent with some pupils in getting them adjusted in congenial groups, with the right teachers, and in the studies to which they are best adapted. Sometimes a principal seems to think it a virtue to have his program in running order on the first day, heedless of the disappointments, the heart-burnings, and the tears, due to a lack of wise organization.

**The question of readjustment.**—When people remove into another neighborhood, days or even weeks elapse before they become comfortable in their new environment. But we expect boys and girls to adjust themselves, in comfort, to new conditions in a single day. Time should be given to them to become acclimated. The minimum of class-work and the maximum of sympathetic personal conferences should be the order of procedure with these recruits for the first week or more. In the end, it will be found that the time thus spent was not lost; quite the contrary.

In the grammar school there was a teacher at hand

all the while to whom they could appeal. But when they enter the high school we throw them upon their own resources with a sort of reckless sink-or-swim finality that bewilders and discourages them. We signal the train to start and they can clamber on board as best they may.

We make no special effort to get their point of view, but expect them to get ours on the instant. In our eagerness not to waste time, we waste some of the finer qualities of boys and girls, the very qualities, too, that are fundamental in making effective our school democracy. If we would but take the time and the trouble to get their point of view, we would make many discoveries that would stand us in good stead later on. We assume that we are according privileges to them, whereas they may look upon these as burdens. This may seem to us as kindness, but they interpret it as coercion.

Then, again, these first-year pupils need and have a right to much individual attention, because of new conditions and new studies, but, very often, there are so many in the group that this personal attention becomes well-nigh impossible. No group of beginners should exceed twenty, even though thirty is the established maximum for high-school groups.

Still further, these beginners need and have a right to the most skilfull teachers in the school. They need expert guidance through the mazes of new subjects and wise organization demands that the best

teachers in the corps be assigned to first-year pupils. The more experienced teachers sometimes make it evident that they think they have earned immunity from the so-called drudgery of first-year work, failing to see, apparently, that their acquired experience and skill should be deposited, as an asset of the school, where it will further the best interests of the school. Their attitude savors of aristocracy and such aristocracy has no place in the high-school democracy. By consulting their own inclinations towards ease and comfort, they may sacrifice the interests of these beginners and so cause the tone of the school to decline. It will be a boon to the high school when every teacher comes to feel it is an honor to be assigned to any place where his services will best promote the highest efficiency of the school.

**Evaluating the studies.**—Another element that must be carefully considered in connection with the scheme of organization is the value of each study, or branch, to be pursued. We must challenge every study at the door of the school and demand of it a valid reason for seeking admittance. If it can cite no reason beyond tradition, then it should be excluded. We must know that it will contribute to the strength, or the graces of our democracy, and so be a contribution to society before it can gain entrance. The spirit of our school democracy is of more importance than any branch of study or any text-book, and the fostering of this right spirit must be

our first concern. Our plan of organization has to do with this school, and with this community, and we need not concern ourselves with schools in other places or in other times. We may not, with impunity, drag the boy three times around the walls behind some traditional chariot, merely because the walls, the boy, and the chariot are in existence.

Every teacher and every pupil must be dynamic or the school will not attain its greatest possible potency. This being true, and the studies being but tools in the hands of teachers and pupils, we must see to it that only such studies are introduced as will beget and perpetuate the dynamic attitude in every member of the school. To make and keep all agencies of the school dynamic is the large problem in the plan of organization, for only such elements will give power, dignity, and grace to our democracy.

## CHAPTER IV

### THE PRINCIPAL

**The principal's relation to the community.**—In order to estimate somewhat definitely and comprehensively the characteristics that inhere in an effective high-school principal it is important to hold in mind constantly the function of the high school in its relation to the community at large. The principal derives his position and authority from the larger democracy through its accredited representatives upon the implied assumption that he will make adequate returns. These returns are to be rendered in terms of citizenship in that the pupils, at the conclusion of their high-school course, are supposed to be able and willing to perform their functions as members of society with a largely increased degree of efficiency.

When business enterprises are organized and capital is invested, the stockholders fully expect the manager to make returns in the form of satisfactory dividends. In the case of the high school, the stockholders invest not only the money necessary for building, equipment, and salaries, but also, what is even more important, four years of the time and

energy of their children. If the parents were willing to avail themselves of the services of their children during these years, on the farm, in the shop, in the factory, or in the home, life might have for them less of sacrifice and more of comfort. But, just as many parents deprive themselves of luxuries or even comforts that they may invest in a savings account, so they invest these years of their children in the high school, at personal sacrifice, if need be, in the full expectation that the investment will prove profitable.

Or, to view the matter from another angle, if these young people were to serve an apprenticeship of four years in any industrial or commercial activity, their parents would fully expect that they would emerge from their apprenticeship well equipped to acquit themselves with credit in the line of work that had absorbed their time and efforts during these years.

The analogy holds in the work of the high school. The pupils serve an apprenticeship of four years in a democracy and the community has full warrant for the conviction that these four years will fit the young people to acquit themselves well as citizens and give them such intelligent skill as will prove an asset in the larger democracy.

Herein lies the chief investment of parents in the school, and authority is delegated to the principal as the manager of this important enterprise. As the manager of a commercial enterprise is amenable to the stockholders, so the principal is amenable to the

entire community for such conduct of the school as will render back the largest possible dividends of proficient and efficient citizenship.

**Importance of the principal's work.**—This view of the matter renders text-books, apparatus, school exercises, of whatever nature, building, and all other appliances but subsidiary means to an end. The business must pay dividends or the charge of inefficiency will be laid against it. Emphasis should be placed, in this connection, upon the fact that the school is not charged with the responsibility of turning back to society artisans and artists, but men and women capable of assuming the functions of citizens. If their attitude toward society is right and this attitude has been grooved into a habit, they will readily find worthy work to do and they will do it worthily.

This, then, is the large task of the principal. He is the intermediary between society and the school. With one hand he must feel the pulse of civilization and with the other he must direct all the manifold activities of the school. He must have both sight and vision; sight, to detect any grain of dust that will lessen the efficiency of the school mechanism, and vision to see the real meaning of life, as a whole. He must be cosmopolitan and generously imbued with the spirit of democracy, in order to be effective in his environment. He may be neither an autocrat nor a martinet; for the autocrat is incompatible with

democracy, and the role of martinet is distinctly a prison role.

He can be forceful without being tyrannical; he can be genial without being flaccid; he can be dignified without being either rigid or frigid; he can be pervasive without being officiously intrusive; and he can be a gentle man as well as a gentleman without being weak. If he is master of the situation, loquacity will not be necessary; if he is not, loquacity will not make him so. He knows that real achievements require no garnishing of words. He has read the fable of the wind and the sun to good purpose, and knows that the silent power of the sun succeeded where the blustering wind failed. He is fully conscious of his authority but holds it in reserve to be used only in extreme emergencies when nothing else will avail.

**The principal as a leader.**—Furthermore, the principal should possess the quality of leadership. The harmony and social welfare of any community depend upon the extent to which collective thinking prevails. If the trend of thinking is in the same direction, citizens are drawn together, and away from their differences of creed, of party, and of social status and unite upon the plane of a common purpose to work in unison for the common good. When men and women have like ideals and standards they speak a common language and this tends toward community unification. The principal, therefore, should be

a man of such breadth of attainments and such strength of character as to become the exemplar of the ideals and standards that should obtain in the school and in the community. Just as the boy grew into the likeness of the Great Stone Face, so the pupils absorb the ideals and standards of the school, as exemplified by the principal, and, later, become the exponents and advocates of these ideals and standards in the larger democracy.

The principal should be able to create such situations in the school as will stimulate right educative responses on the part of the pupils. These responses, by repetition, ultimately groove into habits and these habits, at length, become assets of the larger democracy, giving direction and color to all the activities of the community. Whether the press creates or merely reflects public sentiment has often been the subject of debate, but careful investigation has demonstrated pretty clearly that the higher the ideals and standards of a community, and the broader the intelligence of the people, through the channels of formal education, the more elevated the tone of current literature. It is quite evident that the press caters to the wants of society even though it is striving, at the same time, to make contributions to its needs.

Hence it is that whatever ideals and standards the principal desires to have ingrained in the life of the community, these he must inculcate in the minds of

the pupils and bring about such frequent reactions that these ideals and standards may persist as habits.

Such a task is worthy of the best efforts of a real leader—one who has intelligence, initiative, resourcefulness, patience, courage, and perseverance. He must see his problem at least four years in advance of the present, and the resultant achievement four years hence must be but the realization of his dreams and plans today. His ideal will have been reached only when every man and woman in the community has a high-school diploma, has caught the spirit of democracy from the school, and is fitted to assume his duties as a member of society. In the view that has been taken, the cosmopolitan high school is typical, and the duties and interests of the principal are co-extensive with the activities of the entire community.

**The principal as president of the democracy.**—In our concept of the high school as a complete working democracy, the principal is the president, the teachers constitute his cabinet, and the pupils are co-operating agents. All these are working together to make the high school realize its large purpose. This view is not fanciful, but true in theory and in fact. The principal, therefore, should have the final word in the selection of teachers. To him should be accorded the privilege of choosing teachers who can best assist him in having his plans attain their highest fruition. No board of education is competent to

do this, and any board member, who arrogates to himself the right to select teachers for the high school, curtails the legitimate functions of the principal, and transgresses the tenets of courtesy. Such a course on the part of a board member is altogether illogical, and can be accounted for only as a political expedient. The superintendent nominates the teachers, of course, and the board confirms, but the preference of the principal should prevail. Any other course is a contravention of the best interests of the school. The principal is held responsible for the conduct of the school, and authority should always be commensurate with responsibility.

**Functions of the principal.**—As president of the school democracy the principal is clothed with legislative and judicial powers in addition to his powers as an executive. There are rules and regulations that can emanate only from him, for these regulations are the expression of his desires. These rules are not *ex cathedra* utterances, nor yet the immutable laws of the Medes and Persians, but rather kindly suggestions that look to the comfort and well-being of all parties to the implied compact.

Well he knows that the fewer and simpler the rules he promulgates the better for the school, and, hence, all the regulations of the school are but interpretations of the Golden Rule. In any organism the greater the number of rules, the more opportunities there are for evasions and violations. His desire,

therefore, to simplify the code is both philosophical and logical. Besides, he is looking forward to the time when all the pupils will be able to travel a straight course without guard or guide, and when all school and home regulations will be dispensable.

In his judicial capacity, the principal should be endowed with perspicacity, large wisdom, keen penetration, "aptitude for vicariousness," abundant sympathy, and tireless patience. He is sometimes called upon to decide between teacher and pupil, and tradition admonishes him that it is policy, courtesy, and the part of professional wisdom to give a decision in favor of the teacher. But here he is a judge and must be impartial. He must not be swayed by personal considerations. He must give an unbiased judgment. As a premise he must admit the possible fallibility of the teacher. He must judge fairly and righteously. If the teacher is in the wrong he must so decide and be able to say "Be Kent unmannishly when Lear is mad."

When he is sitting in judgment upon the conduct of a recalcitrant pupil he must be able to probe through surface indications into the motives that may have been a predetermining factor in the conduct under consideration. He must take into account both temperament and environment. He must change places with the pupil, for the time, in order to determine what he, himself, would probably have done in exactly similar conditions. The pupil may

have trials, temptations, or inherited tendencies that the teacher has no knowledge of. These the principal must discover before he can do exact justice. He must proceed on the assumption that every pupil has in him the elements of good, however much obscured, and like Diogenes he must be constantly looking for an honest man and not a rascal. His chief concern must be to save the pupil to the school and to society and not to push him over the cliff.

**The principal's "aptitude for vicariousness."**—At the high-school age many boys, especially, are in a condition of physical, mental, and spiritual bewilderment and need friendly counsel. Such counsel the principal must be able and willing to give. Better a broken rule than a broken boy. The high school should not be a recruiting station for prisons. The principal must get the boy's point of view in order to be of real service as a counselor. This may take time and effort, but the boy is worth it. We want this boy to be an effective worker in the larger democracy and it is well worth while to take time to get him harmoniously adjusted in the school democracy. If he does not incline toward the regular activities of the school, then we must find something else for him to do. Our capital letters should be devoted to the boy rather than to the system.

The principal should be able to discover the native tendencies of the boy and attach the school activities to these tendencies. If the boy gets doing things

that he enjoys doing his circle of interests will expand, in time, to the extent of including many of the things that we would like to have him do. We dare not, in justice to the well-being of our democracy, adopt the Procrustean bed regime in our dealing with boys. We must utilize all their capacities and energies and transmute these into power. Pre-conceived theories vanish in the presence of a boy, and the situation must be handled with acumen, wisdom, and kindly frankness. The principal has preceded the boy in traveling the road that is beset with obstacles and ought to prove himself a wise counselor and a safe guide.

In exercising his functions as an executive, the principal has a task of tremendous import—a task, moreover, whose magnitude even the teachers do not always fully realize. The teacher sees the school from one angle; the principal must know it as a whole, with all the parts interacting. An unwise or misdirected movement may disturb some feature of the organism and lead to grave consequences. If he is able to sense the entire situation his major influence will be seen in his ability to forestall events rather than in his ability to repair damages. It is better to settle a matter before it happens than afterwards.

There is small wonder that Nelson's men, at Trafalgar, broke into cheers when he displayed from the flagship the signal "England expects every man to

do his duty." It was not a command, but far better than that. Fortunate is that school whose principal is a man of such generous spirit that he is able to expect much. If his lofty expectations become the law of the school, there will be few occasions when his authority need be called into requisition. His expectations will be but suggestions to the initiative of the pupils and they will find joy in charting their own voyages.

**The principal's cabinets.**—The principal does well to take frequent counsel with the teachers. Their opportunities for estimating tendencies and mental attitudes are superior to his, and their experiences and observations may well be made a part of his working capital. To him a composite of their knowledges will serve a useful purpose in directing and reinforcing his efforts to have the school mechanism run smoothly and effectively.

Then, again, a second cabinet composed of pupils, who are acknowledged leaders, becomes a useful auxiliary to the principal. Having won the confidence of these young people, he can with safety consult them in regard to school policies and, at the same time, reveal to them, incidentally, his expectations. The members of this cabinet will be most effective agencies in the way of engendering and fostering right school sentiment, and so bringing the school into harmonious relations with the plans of the principal.

## CHAPTER V

### THE TEACHERS

**Teachers differentiated.**—Very often has it been said, “As is the teacher, so is the school”—which may or may not be true. In a single-room school this may be true, but in a high school where there are several teachers the statement needs qualification. There may be one teacher whose work and influence tend to reduce the average of the school, but whose influence is counteracted by the other teachers of the corps. Hence, the standard of the school is, happily, above the standard of this one teacher.

This teacher may be actuated by mercenary motives, solely. If so, she calls her position a job and treats it as such. She does hack teaching and has the attitude of one who is working by the day. She is free to say that her work is out of all proportion to her salary and has so frequently wished for her ship to come in that quotation marks have become superfluous. She does her work grudgingly and is greatly relieved when the time for dismissal comes. She looks upon teaching as drudgery and makes it so. If she should marry, she would do so, probably, not to make a home but to get one.

Motives of altruism seem never to have entered into her life. She holds her place in the "bread line" with grim pertinacity. Her teaching is of the race-track sort, going round and round without change or variety. She seems ever to be defending herself against the principal, her colleagues, the pupils, the work itself, and the world in general. She is critical, cynical, and censorious. Her pupils are imps, ogres, and dumb-heads, and she tells them so. She is in a constant state of querulous ferment and imagines herself Atlas carrying the world upon her shoulders. She says the principal is unfair because he has assigned to her the dullest pupils, the most difficult subjects, and the least pleasant room. She inveighs against the text-books in use, the architecture of the building, the janitor service, the school decorations, and the rules of the school.

She makes frequent demands for apologies from her pupils, and ostracism from her room is a daily occurrence. She does not stop to inquire what the pupil is to do upon leaving her room; to her it is sufficient to be rid of him. She prescribes suspension and expulsion as the sovereign remedies for all school ills, with scant concern as to diagnosis. To her way of thinking, punishment, swift and condign, is the solution of all difficulties. She seems to regard the school as a sort of avenging nemesis, and all pupils as its rightful victims.

**The non-professional teacher.**—There is another

type of teacher who is also a sore trial to the principal and her associates. She is the one who lacks professional zeal and spirit. To her a license, or certificate, is the end of the quest, the Ultima Thule of all endeavor. She looks upon her certificate as indisputable proof that she can teach, and concerns herself no further. If further proof were needed her college diploma would furnish it in superabundance. She spreads her academic products before her pupils, without effort to make them dainty and inviting. If the pupils turn away from her offerings, she accounts it their fault and misfortune and acquits herself of further responsibility. When her pupils fail she attributes it to their stupidity and laziness and never, in the least degree, to her teaching of the subject.

She seems to have a withering contempt for teachers in the grades, and yet she could go to school to many of these with great profit to herself and her pupils. If she could only bring herself to sit at the feet of many of them and learn how to teach, the mortality in her classes would be greatly reduced. So strongly intrenched is she in her self-satisfaction and self-complacency that she is quite impervious to all influences that make for better methods in teaching. She deems it her privilege, if not her duty, to abide in the camp and not join the marching columns. The unknown poet must have had her type in mind when he wrote as follows:

## DIVINE DISCONTENT

Were man contented with his lot forever,  
He had not sought strange seas with sails unfurled;  
And the vast wonder of our shores had never  
Dawned on the gaze of an admiring world.

Prize what is yours, but be not quite contented;  
There is a healthful restlessness of soul,  
By which a mighty purpose is augmented,  
In urging men to reach a higher goal.

So, when the restless impulse rises, driving  
Your calm content before it, do not grieve;  
It is the upward reaching and the striving  
Of the God in you to achieve, achieve.

Methods of instruction, plans, devices, socializing school work, vitalizing the curriculum, human interest in teaching—all these are foreign to her thinking, and she contemplates them with supercilious disdain. To mention such things in her presence is to be answered with a contemptuous smile. Professional books and periodicals make no appeal to her. She is superior to them all. Teachers' meetings are to her a bore and an impertinence. She knows her subject and can split hairs with infinite precision; therefore, a meeting of teachers to consider ways, means, and methods is but a waste of

time and energy. If only this teacher could become as deeply interested in her pupils as she is in her subject the school would be the gainer and she, herself, would have greater joy in her work. State Supt. Nathan C. Schaeffer of Pennsylvania, who is an eminent scholar and a diligent student of all school problems, puts the case well in the following:

**Teacher's interest in pupils.**—“When the wife prepares oatmeal for the first time in her new home, the charm of novelty lends interest to what she is doing; but after she has prepared oatmeal 365 times in succession, the novelty has departed from the process. If by and by a bright, healthy boy comes creeping down stairs, the interest in the preparation of the oatmeal is renewed, because interest in the growing boy makes her take a deep interest in the food which he needs to grow into health, strength and maturity. The teacher whose chief interest centers in her pupils, will never lose her interest in the branches which furnish the mental food on which those pupils are to grow into strength and maturity. To watch the growth and development of an immortal mind is a source of never-failing interest and stimulation. Just as the mother's interest in her child causes her to feel an interest in everything conducive to the welfare of that child, so the interest which the teacher feels in the individual members of her class, will cause her to take a never-failing interest in all the branches of the curriculum, and

in all questions of pedagogy the solution of which promises to throw light upon human growth and development. In the study of the pupil is to be found the tonic which will keep the teacher alive and cause her to grow so long as she remains in the school-room."

"This kind of study should not be confounded with that other kind of study which turns on "a pedagogical phantom" known as the child, and which consists in gathering a mass of statistics to be utilized in the preparation of books and review articles having as their primary aim the achievement of a reputation for original work. That kind of investigation is valuable in its place, but so long as those who gather the statistics are afraid to ask questions of their facts, and to put an interpretation upon them, very little of real help can be expected from that source. The quiet assumption that our present methods of teaching need a reconstruction based upon child study and the admission that the specialists in this line are not prepared to give us definite conclusions, while an entire generation of boys and girls is now going through the schools and will have passed through the formative period of their lives before scientific child-study can hope to furnish definite directions, is almost enough to make an earnest teacher commit suicide. It is not that kind of child-study which is here recommended as a means to keep the teachers from dying. The cold winds of the

frigid zone are not conducive to life. Warm breezes and sunny skies are needed for life and growth. The science which deals only with cold figures and dry facts, is not the remedy which a teacher needs to keep her alive. On the contrary, she needs the warm sunshine which comes from the study of happy faces and growing minds and expanding souls, as these come before her from day to day in her own school-room.”

Should her gaze, by any chance, ever happen to fall upon these words of Dr. Schaeffer, she would be amazed that a great scholar subscribes to such sentiments. To her, cold, formal intellectuality is the end and aim of all existence and the warm human phase of life is a sealed book. She immures herself within her academic battlements, and so renders herself impregnable.

Just here is where she becomes the despair of her principal. He tries to penetrate her armor in order to make her attainments available for the exuberant life of the school, but in vain. She is impervious to everything that savors of professional advancement, and declines all efforts toward awakening her from her pedagogical somnambulism. Full well the principal knows that life begets life and that, if he could only, in some way, bring to pass the transfusion of this teacher’s scholarship into the lives of the pupils, they would thrill with new life. His concept of the school as a democracy is not hers. In

her panoply of mere unvitalized scholarship, she assumes the air of aristocracy. The pupils must come to her; she will not go to them. Then most ardently does the principal wish that she might emotionalize the sentiments of Stevenson in his

### THE CELESTIAL SURGEON

If I have faltered more or less  
In my great task of happiness;  
If I have moved among my race  
And shown no glorious morning face,  
If beams from happy human eyes  
Have moved me not; if morning skies,  
Books, and my food, and summer rain  
Knocked on my sullen heart in vain—  
Lord, Thy most pointed pleasure take  
And stab my spirit broad awake.

These two pictures are not attractive ones, by any means; but this is not a work of fiction. If the high school is to realize its great purpose, we must not shrink from the truth in delineating its present conditions. It must be said, however, in all fairness, that these two teachers do not typify the great body of high-school teachers, nor is the feminine pronoun, as used, to be construed as having special significance. With equal fidelity to facts, the masculine pronoun might have been used.

**The dynamic teacher.**—The obverse of these pictures is far more alluring. To gaze upon this obverse, for a little, will prove an experience far more pleasurable. There is a vast host of teachers in our high schools whose work and influence form a halo about the entire high-school situation. They have scholarship of high quality and are striving for more with fine zeal, but are broad enough, and generous enough in their impulses to realize that their scholarship must be fused in the spiritual life of the pupil in order to accomplish its high mission. They know that their scholarship must be transmuted into life for their pupils, in order to be a real asset to the school. The school democracy is a growing thing, and needs to be supplied with the elements that promote growth. Hence it is that these teachers are eager to attain a higher degree of scholarship that they may have more abundant resources to contribute to the growth of life in their school.

Whatever the pessimist and iconoclast may think or say, there is such a being as a teacher who is devoted to her work. She pours her powers into the lives of her pupils gladly and lavishly. She cares for all the details of the school routine with unabating fidelity, but never loses sight of the great object of the school. She looks forward, through the years, and sees the boy, whose paper she is marking, as a noble upstanding man doing his full part for the well-being of society; and the marking of

papers has no stigma of drudgery but becomes an ennobling ceremony.

She sees the girl, whose exercise she is correcting, grown into a woman who is a blessing to her home and to the community, and whose hands are ever busy crowning life about her with the flowers of good deeds. With such visions to inspire her the teacher considers it all well worth while, and continues her tasks to the accompaniment of song. She regards teaching as an opportunity, and does all her work in that spirit. She believes in the boys and girls, and, so, they believe in her. Her very presence among them inspires them to try to excel themselves. They pay her the high tribute of deporting themselves as ladies and gentlemen, till, all in good time, this attitude becomes habitual.

She has pose, poise, and serenity and these attributes render her an object of admiration to the young people; and what they admire they imitate. Thus they will carry over into the larger democracy the standards that she fitly exemplifies. Her gentleness and kindness, coupled with her indubitable strength of character, give to these young people their conception of a lady. Her pupils observe the tenets of politeness, almost in spite of themselves, because they would regard it as a calamity to fall in her esteem.

**Human qualities.**—She is, first of all, a wholesome human being and then a teacher. Her being gen-

uinely human puts her in sympathetic accord with her pupils and that renders her leadership well-nigh automatic. She has a keen and infectious sense of humor and this is another bond between teacher and pupils. When the teacher laughs with her pupils at right situations, they will not laugh without her at wrong ones. They very soon sense the distinction between genuine humor and buffoonery, and control their conduct accordingly.

This teacher is a vast comfort to the principal. He knows that she makes conditions right wherever she may be. She tells her plans, if at all, only after they have become accomplished facts. He knows, too, that her discriminating taste and judgment are safe guides for himself and for the entire school. She knows all the latest developments in educational progress, for she is a careful reader of books and periodicals. She has a yearning toward the newer and better things, and so avails herself of all the aids to progress. She does not confine her interests to her own subject nor yet to her own school, but makes excursions into other fields that she may return laden with their treasures.

Her spirit is too generous to be restricted to one room, or one building, or even to one school system. She is a world citizen and lays the whole world under tribute. She never is heard to say that she cannot find time to read. She knows that that is what time is for, in some good measure. Having abound-

ing life, she must read. To her, reading and breathing seem equally natural and necessary. She enjoys life because she really lives. When she works she works intensely; and, when she plays, she plays with fine freedom and joyous abandon. She knows what good fun is and enjoys it. Her spirit rarely frowns.

If all high-school teachers were such as this one, there would be a larger attendance and fewer desertions. Such a teacher is a very real boon in that her fine spirit permeates the entire school, and gives tone to every phase of school work. She is quick to catch the viewpoint of pupils, and can adapt herself to situations. She is thoroughly democratic in her interests and so makes large contributions to the growth and health of the school democracy.

## CHAPTER VI

### THE PUPILS

**Fundamental characteristics.**—The pupils are the constituent elements of the school and as such must be taken into thoughtful consideration. Were we constructing a building we could make plans with mathematical precision and know that the materials would grow, under our hands, into the completed structure. The materials of the building are wood, brick, iron, lead, tin, slate—all inanimate and, therefore, static. But the elements of the school are vital, growing, dynamic—and the difference is of far-reaching import. The architect has to do with materials that do not change; the teacher with materials that are in a state of continuous change. And this changeful nature of the materials of the school is very often the cause and occasion of discomposure, even though it inspires.

If the changes that are taking place in the pupils were but regular and uniform, the teacher could anticipate and provide for them; but, seeing that they are neither regular nor uniform, the teacher must be able and ready to adapt himself, without premonition, to new and uncharted situations.

These changes are physical, mental, and spiritual, and their three-fold nature renders them all the more complex and baffling. By reason of these changes the pupils are oftentimes a perplexing problem to themselves as well as to their elders, and, at such time, are in far greater need of sympathy than of the censure that is meted out to them both by the home and by the school.

**Perplexing influences of adolescence.**—Notwithstanding all that he may have read on the subject of adolescence and its accessory changes, the teacher, at times, stands puzzled and helpless in the presence of individual exemplifications. He stands before mystery and has no key. He stands in a pitch-dark room and dares not move through fear of accident. He senses trouble but can neither locate it nor give it a name. This trouble is subtle and elusive but distressingly real. Because of such trouble, many a boy has deserted the comforts of his home, gone on a long toilsome journey, and suffered hunger and privation in many forms. The Prodigal Son is not a myth. In such a crisis, some have even lost their bearings so utterly as to resort to self-destruction.

Such, then, is the material with which we have to do in the high school. We can but face the facts—we cannot change them—and would not if we could. This vibrant changing life about us is at once our hope and our despair. It is our task to

take these young people, growing and changing day by day, and cause their expanding powers to grow into and reinforce one another and so coalesce into a single homogeneous harmonious whole. We must accomplish this without undue strain or stress that no blight may fall upon their exuberant growth. Their growing powers are the strength, the glory, and the prophecy of the school and must be utilized to the utmost if the school is to realize its large possibilities. We are concerned with these pupils at an age when they dream dreams and we are glad to have it so. It is ours to try, as best we can, to see that their dreams come true and to forestall nightmares.

**Varying aptitudes and interests of pupils.—** Society is the prototype of the school, and, just as society is composed of people of a great variety of tastes, standards, ideals, inclinations, aptitudes, and interests, so, also, is the school. No two pupils are cast in the same mold. From all this diversity we are to create unity. We are to find enough common interests to bind these pupils together into a compact working, growing organism. We want each pupil to be merged into the school without losing his individuality, just as his father contributes to the well-being of the larger democracy and emphasizes himself as an individual by so doing. If we succeed in making the work of the high school the dominant interest of all pupils, we

shall have found the basis upon which they can work and live together during the high-school period. But, if there is a pupil whose dominant interest lies outside the school, that pupil becomes an element of inharmony in the school, and the school, itself, will not be at its best until we find inside the school some interest for this pupil that will take precedence over all others.

These pupils have many interests that separate them, as a matter of course, but they have many, also, that tend to unite them; and these latter are the ones that become the working capital of the school—the ones that must be emphasized and strengthened to the greatest possible degree. If they are to live together in peace and prosperity during four years or more, they must pull together and not apart. In one high school there are twenty-two nationalities represented and the task of unifying these elements seems herculean, but it has been done, and this high school is noted for the spirit of concord and zealous work that obtains. The principal and teachers have found or generated enough common interests to bind the pupils together, and the school has the distinction of being well-conditioned. In this school are pupils who represent affluence, poverty, capital, labor, foreign traditions, arts, professions, and a host of other social and racial conditions. Some of the parents know no English save what they have

learned from their children. Some of them have no concept of a high school excepting the one which their children attend. Some are making a heroic struggle with grinding poverty that their children may avail themselves of the privileges of the school. Many of them believe in the school with a blind but eager faith, understanding little or nothing of what it is trying to do or why it is doing it. Their sublime faith sees in the school the subtle alchemy that is to transmute their children into American citizens.

**Complex nature of material.**—The high school, then, has to do with this sort of material—heterogeneous, rudimentary, potential, elemental, and volatile. To contemplate this material with complacency argues a want of careful reflection. The teacher may well stand appalled before these boys and girls coming into the high school from all ranks and conditions of society. He may not see in any one of these a future Edison or a Clara Barton but he knows that out of such material as this have come the men and women who were and are the pioneers of civilization.

The teacher is mystified because of his lack of knowledge of these young people, the very knowledge that is a prerequisite for intelligent procedure in their behalf. He knows not their antecedents, their environments, their life histories, their capabilities nor their real needs. He can only gen-

eralize, and generalization in such a case is full of hazard.

Unless we know accurately the nature of the ingredients in the case of material substance we cannot, with any assurance, predicate the compound. Much less accurately can we do so in the case of living, growing, volatile elements. If we knew the pupils far better than we do, the high school would still be but an experimental laboratory; as conditions are, the experimental character of high-school work is its chief weakness. The teacher's work is a groping in the dark. At the close of the high-school period, very often, we have but reached the border-land of the knowledge that would have stood us in good stead at the very outset. If we could only have known in prospect what we have come to see in retrospect, far fewer mistakes would have been made and our work, as a whole, would redound far more to our credit.

If we could know, when the pupils appear before us for the beginning of their work in the high school, with some degree of definiteness, what are their inherited or acquired dispositions; their physical and mental disabilities, if any; their chief interests in life; their experiences in school and out; and their attitude toward people and conditions in general, we should have a vantage-point from which to take the initial step in the task before us. Lacking this knowledge in its manifold ramifica-

tions, we set out on a trip across the ocean without the implements or the knowledge of the navigator.

**Necessity of knowing pupils in advance.**—In the good time to come we shall have our tests and inspections in the ante-room of the high school rather than in the auditorium. We shall consider ourselves incompetent to act as guides to the pupils through the high school unless we have a fairly adequate knowledge of charts that show who and what they are. These charts will show the life history of the child prior to his appearance at the high school; they will show his innate tendencies so far as these have revealed themselves to parents, previous teachers, and acquaintances; they will disclose his aptitudes, physical, mental, and spiritual; they will make known to us whether he is more susceptible to sensory or motor impulses; they will explain the nature of his reaction to many and varied stimuli; they will prophesy his responses to many objective situations; in short, they will reveal to us the pupil as he is when standing at the threshold of the high school.

Possessed of such knowledge the teacher need not pursue such a zigzag or tortuous course as is all too prevalent in present conditions. He will know far better what to do both for the pupil and with him. He will gain a long step at the start by his recognition of the pupil as an individual, as a person, and not a mere name, or number. Already

the boy is conscious of the awakening of his manhood and is glad to have worthy recognition. He responds with alacrity to such recognition and thenceforward is stanch in his fealty to the teacher. Such knowledge as has been outlined will be the lode-star of the principal, guiding him through the mazes of class grouping, selecting courses and studies, assigning teachers, and arranging all the other details of the school regime.

**Characteristics of the adolescent.**—In all the diversity of high school pupils we may discover many traits of character that are peculiar to the age of adolescence. In the first place, they are easily and interminably bored, and will soon allow their spirits to lapse into a state of somnolence if the teacher drones over weary platitudes. Being creatures of change, they demand variety, freshness, vigor, push, verve, go. They do not take kindly to "news from the graveyard." To them each day is a new day, and yesterday is hoary with age. Their very natures cry aloud for a complete change in the bill of fare, and turn away from warmed-over food. The teacher may apply epithets to them, but no matter; they cannot reconstruct their nature at the behest of the teacher. They are so honest with themselves that, if they feel bored, they look bored, even braving the teacher's frowns.

Just as they are inexpressibly bored with plati-

tudes, so they resent homilies. Preachments seem an offense against their ebullient nature. They catch the point of the story or the lesson, and are then eager for something else, and do not care to have the teacher waste their time in moralizing. Besides, they feel that the teacher is discrediting their intelligence, and, on this point, they are well-nigh morbidly sensitive. They may know their limitations, but are averse to having them made evident to others, even by implication. The resourceful teacher is their favorite, the teacher whose illustrations are pat, kaleidoscopic, sparkling with dew-drops, and drawn from the big world and not from the attic.

Again, they are intolerant of cant, hypocrisy, affectation, and pose and are quick to discover these traits in the teacher. Indeed, they discover the teacher long before she discovers them. She is under critical examination all the while, for, prompted by self-interest, they are seeking the weak places in her armor, and their combined efforts soon find them. During this quest, they are hiding from the teacher. They look upon her as an antagonist whose wiles must be thwarted, and whose prowess must be made to yield, until she reveals herself as their friend. Then they come forth from their hiding-places, and subscribe to the covenant of peace. But there is no peace pact so long as they suspect that the teacher is simu-

lating sincerity. Her conduct must give forth the note of genuineness and sincerity at every test. They may dissemble, but she must not. Once the relations of comity and amity are established, they become tractable, docile, and delightfully amenable to reason.

Again, these pupils illustrate in their habits that a straight line is the shortest distance between two points, and instinctively travel on this line. Conventions have no message for them as yet, and they move straight ahead to their goal. People call them heedless, selfish, rude, impolite, but they are not consciously so. They are but moving in obedience to driving forces within them, and the conventions of society give way before their adolescent impact. This trait renders them restive in the presence of any sort of circumlocution. Ponderous formality irks them, and the teacher who transgresses in this respect falls in their esteem. They like the teacher who comes to the point at once, with no meandering. If only the teachers will serve an abundance of white meat they will freely forgive the garnishing.

They are ardent advocates of fair play and will brook no transgressions. Their own differences evaporate in the presence of any act of pupil or teacher that smacks of unfairness and they unite firmly and on the instant in righteous opposition. The teacher must not toady to the rich man's son,

nor must she ever make any member of the school conscious of any physical or mental infirmity. The boy or the dog that has met with misfortune becomes the special care of these pupils, and their duty, in such a case, is so clearly defined that there is but one course of conduct open to them. They know they are right, and they go ahead. They demand fair play for the teacher as well as for one another, provided she plays fair. The teacher may never know how often trouble has been averted by the timely intervention of pupils. They have a code that interdicts tale-bearing and the teacher never learns from them, unless from a chance sycophant, that she passed a crisis all unaware.

## CHAPTER VII

### THE STUDIES

**A minimum of formalism.**—The caption of this chapter hints at a modest departure from the formalism of the commonly accepted nomenclature, but is not to be interpreted as a protest against the terms in common use. This caption has been chosen as a convenient nucleus around which to center the discussions which the chapter embodies.

All school procedure necessitates organization and this, in turn, imposes a certain amount of formalism but the formalism, itself, is a convenient, or necessary means, and not an end. Indeed, the less obvious the machinery of the school, the better it is for all concerned. The machinery is there, to be sure, but only as a subsidiary agency. Simplicity in any organism is ever to be esteemed a virtue. Our pedagogical studies have developed many new terms that are highly useful because truly significant. But many, who use these terms, have invested them with a degree of fixedness that is beyond the original intention of their authors.

**Flexibility of standards.**—In practice, some teachers seem to assume that standards are fixed

entities, without resiliency, and incapable of change. Hence, there has developed a feeling for immutability, for fixedness in the entire school regime. We want courses of study, and school procedure in general to "stay put." We read the latest book on pedagogy, glean from it a few new terms that seem the final words on the subject, conclude that, at last, the entire school order has been standardized and that we may now proceed on our complacent way without let or hindrance. But the next book renders obsolete some of our cherished methods, and disturbs both our fixed order and our equipoise. We resent these invasions into the realms of our serenity as iconoclastic, and long for the time when the theorists and their books will permit us to pursue, in peace, our standardized ways. We argue that Agassiz was a great teacher without all these modern refinements of pedagogy, forgetful of the fact that there was but one Agassiz.

Because, then, the course of study or curriculum has been so long associated with standardization in the school consciousness, we shall escape, perhaps, in a measure, the notion of fixedness if we concentrate our attention upon the studies themselves rather than upon them in combination as an organized whole. In this way, we shall gain in the concept of flexibility, and such a gain is of fundamental importance.

The high school, itself, is in a constant state of flux, never the same two days in succession if it is the growing organism that we conceive it to be. This must be true, if it is an integral part of society, exercising the functions of the democracy of which it is a part. Unless the high school is growing it will not expand and flow out into the larger democracy. This growth depends, to an appreciable degree, upon the studies, their character, and their content as well as upon the manner in which they are administered.

**The needs of society in relation to studies.—** Every teacher is an ardent advocate of his specialty. The teacher of history would have more history, and the teacher of science, more science. So that the distribution of studies needs a more logical basis than the inclinations of the teachers. Studies are introduced not to please or benefit the teachers, but to benefit the pupils; and not to benefit the pupils, only, but to benefit the school as a working democracy; and not even this alone, but to benefit the larger democracy.

To determine, therefore, what studies should be pursued in the school, and to what extent each should be pursued, the logical starting-point would seem to be society, itself. In making this determination we are to be guided not by the wants of society but by its needs. To make a combination of studies for the high school, with the needs of

society as our point of departure, is no slight task. He who essays this task should know the school, to be sure, but very much more. He must know the present and the probable future needs of society. He must sense the trend of civilization. No mere academician can hope to succeed. Such a task demands wisdom as well as knowledge. It demands sight, foresight, and insight. Prescience is indispensable but insufficient.

If one could be found before whom the future would unroll and reveal its secrets, such an one might still stand helpless before this task. He would need to know how to adapt studies to pupils and pupils to studies in order to make wise and adequate provisions for the demands of the future. In addition to the needs of society he must know the value of the study in its relation to these needs; he must know the aptitudes and the full possible potency of the pupil in his relation to the study and, through this study, to the needs of society; he must know the methods by which pupil and study may combine most efficiently in the interests of society; and, after he has made all these discoveries, he must still further know what, in chemistry, we call the valence.

He may find a boy to whom the study of mathematics is altogether congenial and feel comfort in this discovery. But, later on, he may come to know that in making this combination of boy and mathe-

matics he did not utilize the capabilities of the boy to the fullest extent, and has, thereby, done violence to the highest interests of the boy and, also, of society. He proved himself short-sighted in estimating the valence.

**The study a means to an end.**—In all truth it may be said that no study is valuable *per se*. It is valuable only in combination with a pupil and for a worthy end. The study is merely schematic. Primarily, we are concerned in fostering the well-being of society by developing, to the largest possible degree, its strength and graces. Nor may we, with impunity, ever lose sight of this primary purpose in making combinations of pupils and studies. Society has a right to the extreme maximum of the boy's powers, and, also, a right to the maximum advantage to be derived from every study in combination with the boy. If the study of mathematics is a prerequisite to efficiency in engineering, then we must select the boy who can best make mathematics function in effective engineering. Upon efficiency in engineering depends the conservation of human life, and society has full warrant for demanding of the school such a combination of pupil and study as will finally result in the requisite efficiency.

The high school, of course, is not charged with the responsibility of producing skilled engineers, blacksmiths, carpenters, physicians, milliners, or

undertakers. Scanning a city directory and noting the great number of vocations and professions, will prove, at once, the impossibility of doing this. On this very point, there are many who are in need of disillusionment. They seem to regard a vocational study as an apprenticeship. The vocational study may generate and strengthen tendencies, but it is not intended, nor does it profess, to do what an apprenticeship is designed to accomplish.

Mathematics and engineering are closely and inevitably associated in the social consciousness; and, hence, mathematics is regarded an indispensable study in the high school. And, so it is. We must have engineers, and, therefore, mathematics. We reason accurately up to a certain point and then we go astray. Because society will need engineers in the future, it does not follow that society will be composed entirely of engineers. Therefore, only so many and such pupils should study mathematics as will render this science most advantageous to society. It is quite as pertinent to inquire whether the pupil will be good for the study as to inquire whether the study will be good for the pupil. Indeed, we must go still further and inquire whether the two together will be good for the school, and, therefore, for society.

**Pupil and study in combination.**—Just here the question will arise whether the inclination of the pupil will be the final arbiter in determining his

study. Certainly not. Such a mode of procedure would be subversive of the efficacy of the plan. There must be found some one who is wise enough to estimate the possibilities of the pupil in connection with the study, and wise enough, also, to lead the pupil into his way of thinking; and, then, with skill enough to bring study and pupil to their highest fruition through their action and reaction upon each other.

Many a boy quits school as a protest against the inability of the teacher to effect a right and harmonious combination of pupil and study. Sometimes a boy is expelled as incorrigible, when the real reason is that the teacher does not know what else to do. So, the boy is made the scapegoat for the ignorance of the teacher; and both the boy and society sustain an irreparable loss. The objection is raised that society cannot afford the expense of providing special work for this one boy. Far better a class of one than a derelict. Helen Keller was the only member of her class, and society approved.

Human nature is not stereotyped and no teacher can afford to ignore this fact in the assignment of studies to pupils. We may standardize inanimate things, but not human beings. Standardization in respect of human beings means paralysis. Hence, in our school democracy, we must find worthy tasks for all the pupils to the end that every pupil

and the school as a whole shall grow symmetrically and continuously.

Let it be reiterated, then, that the study has no virtue in and of itself, and only acquires value in combination with a pupil. The automobile is an inert thing without gasoline, and gasoline, apart from the automobile, is equally lifeless. The gasoline requires the machine to give it vitality, and the machine requires the gasoline to give it potency. The combination of the two makes for the advantage of society. Again, the patient in the sick-room can make no contribution to the demands of society. The drug in the shop is merely a substance. But when patient and drug act and react upon each other, the result is restoration to health and an additional worker in society. The physician must know both the patient and the drug or his prescription may work harm instead of good.

Home economics may be used as a further illustration in reinforcing the contention that every study should be able to justify its presence in the school, both in its relation to the pupil and its relation to the community. Its advocates rightly claim that this study gives the girls skill in the domestic arts. But we must look beyond the school before we can arrive at a right conclusion in the matter. If the skill that these girls acquire becomes an asset to society, then we are fully justified in paying taxes for the teaching of this study.

It must be evident that one of the great benefits accruing to society through the teaching of home economics is the dignity that it gives to honest work; and when this notion becomes ingrained in the social consciousness society will have taken a step forward toward emancipation from snobbery and class distinctions.

The honest worker, in whatever field of activity, is a contributor, in some degree, to the well-being of society and as such is worthy the respect of all other workers. If society decrees that all honest work is ennobling, then the worker will find a part of his reward in the contemplation of this fact, and he will experience an impulse, thereby, toward larger and better achievements. So we are led to place the stamp of approval upon the study of home economics for what it does for the girls and also for what it does, through them, for society.

When these girls become home-makers they will carry the school influences directly into their homes. They will know how to administer the affairs of those homes economically and artistically because of their experience in the school. Nor will there be any jar in the transition, for they will find society to be merely a larger edition of the school, and their interests and experiences will continue to be the same in character. The activities of the school will merge inevitably and naturally into the

activities of society; and society will afford the reflex proof that school is real life.

**Cultural and practical studies.**—In like manner, all the other studies may be made to pass in review and each one be made to show its credentials. There is certain to ensue the perennial controversy between cultural and practical studies, and here, again, society must become the court of final appeal. If society needs the influence of cultural studies, then there is no other course open to the school. If society needs the influences that are fostered by the study of art, then the path is plain before the school. In the discussions that have been indulged in for years in the camps of the cultural and the vocational studies there has come the assumption that there is a line of demarcation between the two, when in very fact, no such line exists. Elihu Burritt may be cited in proof of this. There is no incompatibility between the study of agriculture and the study of Greek. A man need be no less efficient as a farmer because he prefers to spend the evening reading "Hamlet" rather than to pore over the colored supplement.

Indeed, the very boy whom we select for the study of agriculture may be the one whom we shall find best adapted to our purpose in utilizing the study of Latin. There can be no effective dissent from the proposition that we must conserve scholar-

ship in its fullest implication. In our practice, however, we have proceeded somewhat blindly and vaguely in our selection of agents for this important work. The election of studies in the high school has been largely fortuitous, when it should have had the most concentrated combined thought of the school and society. With the very acme of sang-froid we have stood aside while the pupils supplied themselves with misfit studies, and then weakly absolved ourselves from responsibility.

There are pupils who revel in and adore the study of Latin and such as these, and only such, should be chosen to give to this study its true place and power in the scheme of education for the well-being of society. The misfits discredit the study, deflect and restrict their own powers, and lessen the possibilities of the school. Had the ounce of prevention been applied at the beginning, the pound of cure would not have been so much in evidence later on.

**Rights of pupils in relation to studies.**—Still, again, seeing that the constitution of the United States guarantees to every citizen “life, liberty, and the pursuit of happiness,” the high school can do no less. These pupils are citizens of our school democracy and of the larger democracy, and, so, are entitled to all the rights and privileges that belong to citizenship. Many flowers of rhetoric

have been wasted upon the misconception that the high school and society are well-nigh antipodal. Because pupils spend four years of their citizenship in the school, they do not, on this account, abrogate their rights as citizens of the state. Some men spend four years in a foreign country without losing their rights as citizens.

To these young people in the high school, then, must be accorded all the rights which the constitution guarantees to them. The high-school period is a segment of their natural life and they are entitled, during this period, to such consideration as will make for the nearest possible approximation to complete living. One philosopher tells us that it is immoral for anyone to do less than his best. This being true, it behooves the school to make such wise adjustment of pupil and study as will be most conducive to his best. No pupil shrinks from hard work if only the work is congenial. Indeed, hard work at congenial tasks is a joy to him and in such work he has both liberty and the pursuit of happiness. We need not here resort to the doctrine of hedonism. Experience affords abundant confirmation of the truth of this contention. Given a congenial bit of work, the more difficult it is the greater will be the pupil's pleasure when success crowns his efforts.

This fact, alone, imposes great responsibility

upon the school in the matter of right adjustment of pupil to study; nor can the school shift or shirk this responsibility. Unless there is harmonious articulation, the pupil, the study, the school, and society will all suffer loss.

## CHAPTER VIII

### THE TEACHING

**The teaching process.**—The teaching is the process and the means, in part, by which is brought to pass the amalgamation of the two democracies, society and the school, to the advantage of both; the studies are the veins and arteries through which there may be a healthful circulation of life between the two democracies; and the teacher is the agent of society who is placed in the school to see to it that the best interests of society are fully and efficiently conserved.

We need not concern ourselves, at present, with the subject of technique in teaching, but rather with the primary purposes and objects connected with the process. When we have arrived at a judgment as to why there should be teaching at all, we shall be in position to determine, in a more satisfactory way, how it should be done. If we can only gain the conception that the teacher is an agent of society, we shall be better able to test the character and efficiency of her work from the viewpoint of the implied provisions of the contract under which she is working. If we can only win

through to the notion that society bears the expense of the school and is, therefore, entitled to a voice in the work of outlining its policies, we shall be on safe ground both as to civic economy and sound pedagogy. Long has the school been the sole arbiter of its own policies, and society has been tolerant even if sometimes impatient.

**The study and the social process.**—Chemistry is not, necessarily, a school study, however long we may have so regarded it. Chemistry is a phase or part of the social process, and would continue to be such were it banished from the high school, or were the high school, itself, eliminated. Society needs chemistry and chemists, and, therefore, has them. But it could have both in the absence of the high school. We admit the fact in a mild way and then proceed in our thinking that without the high school and the college there would be no study of chemistry. There is need for emphasis just here. Society does not need chemistry because it is a high-school study; on the contrary, chemistry is a high-school study because society needs it. The distinction is important because fundamental.

Thousands of people are concerned with chemistry in its many applications to the arts, to other sciences, to the trades, and, hence, to commerce. In tracing its applications we run the gamut from the modest kitchen to the pretentious manufactory. Our food, our clothing, and life itself all require the

supervising influence of chemistry. It comes into the high school, therefore, at the behest of society's needs, and because it is a phase of the social process. Because of this fact, the teaching of chemistry presupposes a knowledge, on the part of the teacher, of the uses of chemistry in its manifold bearings upon civilization. Hence, the teacher of chemistry must be wide-eyed, and liberal in his responses to all situations involving the subject. He must cause pupils to see chemistry in its relation to health, to the conservation of life, and to the social process in general. Otherwise, he fails to acquit himself well as an agent of society.

But, it may be argued, the brewing of beer is a part of the social process. So it is; but it does not follow that it should, on that account, be incorporated as a part of the school regime.

**The needs of society a determining factor.**—In determining what studies should engage the attention of high-school pupils, a close distinction must be made between the wants and the needs of society. The school must discriminate between necessities and luxuries. Chemistry is a necessity and, as such, is freely admitted to the school. Here, again, we shall be confronted by the arguments of the strictly utilitarians who profess to believe that the cultural studies make for mere luxuries. The answer to this may be compressed into the mere statement that culture is a necessity to all who

distinguish real life from mere existence. Besides, it is the province of the high school to exercise pupils in the basic principles of subjects and not in their ramifications. We teach chemistry, but not its applications in the study of medicine.

**English as an illustration.**—English may be cited as an answer to the call of society, and, if we hold in mind the needs of society, we shall know what to teach and, measureably, how to proceed in the teaching. In order that people may live and work together harmoniously in society they must have a medium of communication. This statement seems altogether trite, but, with all its triteness, it has in it the quintessence of a truth that seems not to have adequate recognition in much of our school practice. Society has a right to hale the school to the bar of judgment if, after studying English for twelve years, graduates of the high school are still unable to use their mother-tongue accurately, even if not elegantly. Try, as we may, to shift the responsibility to the home, or to the street, we stand convicted before the facts, if our graduates cannot write a letter that is correct in form, and cannot acquit themselves creditably in conversation according to the tenets of correct and agreeable speech.

Not all the refinements of rhetoric, that we may cite in defense, will avail us if our pupils cannot do these simple and fundamental things, and society

will not hold our teaching blameless. The plain fact is that we have not met society's needs in this respect and that is the final test of teaching. The pupil may bear home in triumph a report that teems with high grades in composition, rhetoric, or literature, but, if he fails in the simple tests of language that the home applies, the school must bear the odium of failure. A quotation from "Macbeth" will not condone a disagreement between subject and verb. To society a solecism is a solecism, and it does not go back of the returns. It estimates the facts at their face value, and has neither time nor inclination to ferret out the validity of excuses or apologies. If we have too much or not enough language-study, too much or not enough formal grammar, not the right kind of books, or not the right kind of teaching, then society has the right to insist that we correct our mistakes, and that without delay. We are working for society, and must yield obedience to its demands.

Incidentally, it may be said, that much of the teaching of English in the high school goes wide of the mark. Teachers too often over-estimate the linguistic attainments of the pupils, and become so engrossed with assignments and requirements that they deviate, sometimes widely, from the plain path of the pupils' real needs. Teachers seem to proceed upon the assumption that their pupils will

absorb a knowledge of correct forms as they labor through text and notes, but results would seem to indicate that their powers of absorption are more or less deficient. Somehow pupils have acquired the notion that school English is for exhibition purposes and is not intended for daily use.

The school consciousness and the social consciousness of pupils are too often distinct, whereas they should be identical; and English is so irrevo-cably associated in their school consciousness with grades, tests, examinations, promotion, and passing that it no longer holds a place in their social consciousness. If English could only be thoroughly enmeshed in their nervous system, it would take its rightful place as one of the habitual things of daily life. Too often, however, it seems to them to belong with those medicaments that are not to be taken inwardly, but to be rubbed on. The teacher excuses himself by citing the requirements in the course of study, and can make out a fairly good case on this score; but the time will come, let us hope, when the course of study will be dictated by the needs of society and not by caprice or tradition. The course of study should be made for the pupil, and not the reverse.

**Social studies.**—Through the distinctive social studies we may touch the nerve centers of the community if the matter is managed well. Our trouble has been and is that history and civics are so inti-

mately associated with text-books in the consciousness of pupils, that it is difficult to reconstruct their notions. Some responsibility for this fallacy must be assumed by the teachers of these studies. Text-books are a convenience but not a necessity in the teaching of history. But pupils have come to feel, if not think, that text-books are the source of history, and that there could have been no history before text-books were made and could be none were the text-books ostracised. Hence the teaching of history often degenerates into a mere exercise of memory and so fails of its real purpose.

With this sort of teaching prevailing, the study of history and civics does not grip the interest of the pupils, for the reason that these studies seem too remote from their daily experiences. Mere memory work does not cause them to thrill, and it becomes all one to them whether the Pantheon was a great building, or a new kind of breakfast-food. They accept all statements with the utmost complacency. If their life experiences were but called into play in interpreting the events that are narrated; if they could be made to understand that the events all about them are an integral part of history; if they could realize that the events that are recorded in the morning paper are historical; and if they could but emotionalize the truth that they themselves are a part of the current of history, the flow of life between the school and society

would be greatly accelerated, and the teaching of history would show its obedience to the behests of the larger democracy.

In our teaching of civics we have caused the study to have a faraway aspect to our pupils as if it were wholly concerned with places and people outside the pale of their experiences. It is the high privilege of the teacher to make this study harmonize and synchronize with their daily experience and so render it a vital element in the social process. In this connection it is pertinent to quote from an article in **The History Teacher's Magazine** by Mr. Arthur William Dunn, as follows:

Without text-book assignment, the children discuss informally what good health means to each one, and give examples from their own experience of consequences of sickness; they discuss particular dangers to their own health, such as impure food, impure air, lack of exercise; they explain how they individually care for their own health, or how at times they are careless of it; they point out the increased dangers to health where many people are gathered together, and give examples of the dependence of each on others for health protection, as in the case of epidemics; they derive from this the need for co-operation in the interest of health; they illustrate such co-operation in the home and in the school, and indicate rules that necessarily exist in home and school for health protection; they give examples of neighborhood co-operation for health protection, such as combined efforts for clean yards, alleys and streets; they report on actual dangers

to health with which they are confronted in their own city, and make the logical deductions regarding the necessity of co-operation on the part of the entire city to avoid these dangers. This raises the question as to whether the city does so co-operate, and leads to a thorough discussion of how the city government provides the means for such co-operation. They enter into detail in regard to how the department of health insures pure water for the use of each of their families; provides for the removal of garbage from their back doors, and prevents the spread of contagious diseases. This brings into view the various inspectors and health officers, and leads to further comment on their activities and a consideration of how they are supervised by a board of health, and of the relation of the latter to the people. In a discussion of the various duties of the board of health, one boy asserts that "it passes pure food laws." Another at once objects, "No, the national government makes the pure food laws." At once the horizon is broadened, the question why the national government acts in this particular case is discussed, and the relation of the great packing houses to the common health interests of the entire nation is disclosed. Other activities of the national government for health protection are referred to, and also the sphere of the state government in the same relation to the individual.

The social process is largely constructive and, hence, the modes of thought that emanate from this process are of the same nature. Our pupils come to us, therefore, imbued with constructive tendencies as well as constructive modes of thinking, and

the teaching that will most readily attach itself to these tendencies and modes is the constructive, the synthetic as distinguished from the analytic. The latter is in quite general use in many of the high-school studies, notwithstanding the fact that the inherent tendencies of youth yearn toward the synthetic. We have divisions, and sub-divisions; we have heads and sub-heads; we have our firstly, secondly, thirdly until our pupils are lost in a maze of bewildering refinements and subtleties. The boy wants to be making things, but we force him into the task of unmaking things; he wants to be putting things together, but we compel him to busy himself in taking things apart; he wants to see a completed product, but we insist that he give his attention to dispersed parts. We thus run counter to his native tendencies, and so dull his interest.

**Analytic compared with synthetic teaching.**—The analytic cannot, of course, be wholly eliminated, but it can, in very many studies, be subordinated to the synthetic. The constructive side of commercial studies renders them attractive, leaving out of account their mercenary appeal. Industrial studies are popular because they are synthetic. The study of Latin has become so largely analytic that pupils are drifting toward the studies that make a stronger appeal to their native tendencies. Synthetic work is commonly accounted more practical simply because it attaches itself readily to the tendencies

which the social process fosters. In all fairness it must be said in this connection, that there are many teachers who have the gift of making the study of Latin of dynamic interest because they know how to approach the subject on the side of synthesis.

What has been said in this chapter has served its full purpose if it has succeeded in reinforcing the contention that only such teaching will meet the demands of the larger democracy, as runs parallel to the social process and attaches itself and the studies with which it has to do in a vital way to the needs of society. Society is the arbiter and the goal of all studies and all teaching.

## CHAPTER IX

### DISCIPLINE

**Some misconceptions.**—In the school consciousness of some teachers discipline is a sort of bogey or bug-bear and looms large as a prerequisite to successful teaching. Many superintendents give it first place among the qualifications of the teacher and seem to conceive of discipline as the ability to forestall riots, strikes, destruction of property, and vandalism in general. This conception trenches upon the domain of the policeman and arrogates to itself his functions. In this notion of discipline, it merely concerns itself with the negative phase of the high-school problem, and is quite content if it secures what is known as good order. Order is a necessary condition in the successful school, of course, but not the order of a gallery of statues or a cemetery.

There is another conception of discipline which is far better, broader, more logical, and more in harmony with the notion that the school is a democracy. This conception is that discipline is a constructive process, acting in a positive way to promote the well-being of the school, by bringing every pupil into harmony with the plan upon

which the school is organized and administered. In this conception there is a large element of idealism, but idealism is one of the inherent characteristics of a successful school. In such a conception of discipline we may have repression, or even severity, but these are temporal, and incidental to the constructive purpose. There may be pain in surgery, but the great purpose is to promote life and health, and the pain is but an unavoidable incident. The surgeon regrets the pain, but is not deterred by it in carrying out his large purpose.

**Altruistic discipline.**—It cannot be gainsaid that surgery, even the most heroic, is kindly in its nature, seeing that it is actuated by motives of altruism. So with the right sort of school discipline. Petty authority may be, and often is, obtrusive; but the large, generous, constructive kind never is. The discipline of the policeman exemplifies the principle of the greatest good to the greatest number; but the discipline of the school concerns itself with the principle of the greatest good to the entire number. The recalcitrant member of the school democracy may be a most perplexing problem to the disciplinarian, but, if the school acknowledges its inability to cope with the situation and ostracism is resorted to, the unfortunate victim of the decree becomes not only a perplexing problem to the larger democracy, but, also, a menace.

The opportunities and facilities of society in the way of aiding a boy to become oriented are not equal to those of the high school. The work and atmosphere of the school are far more conducive to the restoration of his equilibrium. In the school he is working and living with his peers and they encourage and reinforce his every effort toward better things. One important function of the school is to interdict the making of pariahs for society. If the school only perseveres in its efforts until the boy has attained self-respect and self-reliance society will gladly aid him in his efforts toward self-support. But, if he comes to society lacking all these qualities, it repudiates him. When the school comes to realize the full measure of its possibilities as a formative agency, society will be relieved of the incubus of reformatories. It is most unfortunate that, in the social consciousness, the reformatory is regarded as an adjunct of the school. An ounce of formation is better than a pound of reformation, and far cheaper.

**Co-operation of pupils.**—Another important element that may be utilized to advantage in the general scheme of discipline is the pupils, themselves. To enlist their active co-operation is good for them and good for the school. As has already been suggested, the principal does well to gather about him a group of leaders from the several classes as a second cabinet. Such leaders appre-

ciate the confidence reposed in them and gladly act for the principal in the way of interpreting the spirit of the school to newcomers. When the principal is ready to inaugurate some new plan or policy he calls them together and apprises them fully and frankly of his purpose, setting forth all the reasons and the ends which the new plan is to subserve. When, at length, he makes public announcement of the plan he finds that these leaders have created public sentiment that is favorable to the plan, and this plan becomes operative almost automatically. These leaders have but to drop hints here and there throughout the school as to what is or is not considered good form in their school and the novitiates gladly conform.

**Constructive discipline.**—A boy came to a high-school principal and in a whining tone said he believed he would quit school as he could not do the work. The principal quietly said, "Well, if you feel that way about it, perhaps that is the best thing to do. This is no place for a quitter." An analysis of this episode reveals the fact that the principal, who is a far-seeing man, said enough but not too much. Besides, he said the right thing. Someone has given us the statement that consummate politeness is not the best tonic for an emotional collapse. This boy needed a tonic and the principal had the wisdom to select the one best suited to the need. In this tonic we find a recogni-

tion of the boy's manhood. The reply was given as man to man, squarely, frankly, honestly, and wholly without arrogance or any hint of authority. Such an episode might have occurred on the street with two neighbors as the speakers.

The result of this interview may be summed up in the statement that the boy gained a new viewpoint. Hence, this act of discipline was constructive. There was nothing in the reply of the principal that would humiliate the boy, or antagonize him. When the principal walked away the boy was free to act upon his own initiative. There was no mandate of authority for him either to accept or reject. Whatever the boy might elect to do, he must assume full responsibility for his decision. If he should quit school, by his own act he would convict himself of being a "quitter"; but, if he should decide to remain in school, he would be entitled to all the glory of the achievement.

This boy may have been seeking some plausible pretext for quitting school, but the principal did not furnish it. On the contrary, he so managed that the boy was haled into court before himself as judge, with no avenue of escape. Had the principal become voluble, grandiose, spectacular, sarcastic, or authoritative, the boy would have had the pretext he was seeking. With no remotest hint from the principal to that effect, the boy must have come upon the fact, in the process of his thinking,

that he was in greater need of the school than the school was of him, and this revelation served to clarify his notions of proportion, and relative values—a discovery that every adolescent needs to make.

**Recognition of motives.**—Whatever other motives come into the scheme of life, the motive of self-interest is basic, and, therefore, universal. In some way which possibly, he, himself, could not have explained, this boy finally arrived at the conclusion that his interests would be best subserved by continuing his school work. Under the impetus of such a conclusion his attack of spiritual vagabondage inevitably evaporated, for he had gained a victory over himself. The courage and even exhilaration thus acquired helped to reconcile him to the work of the school, and his increased confidence in himself stood him in good stead in his renewed explorations of school studies. He became the mentor of his own conduct, and so experienced the thrill of free citizenship, and this, in turn, brought him into harmonious relations with the school order.

**Dealing with the individual.**—The value of the sort of discipline which the above incident exemplifies, is that it deals with individual cases. There are general rules of the school that apply, with equal force, to all pupils, but infractions of these rules must be dealt with singly to be most effective.

Constructive discipline is a retail process, not wholesale. Any attempt at group-discipline tends to crystallize offenders into a compact unit of opposition by arousing their feeling for group patriotism and honor. Many an attempt at discipline has defeated its purpose by making the offender conspicuous. In such a case, he feels that he can rely upon the support of his mates and so assumes an air of defiance. If he can be brought face to face with himself in some unostentatious way, the chances are greatly in favor of his arriving at right decisions. A quiet, frank, heart-to-heart talk between disciplinarian and disciplined, will often prove a revelation to both. The offending boy has his point of view and has a full right to look at school matters from his angle until, through tactful, kindly management, he gains a new viewpoint. Such an interview amounts to soul-surgery, than which there is no higher type. In such an interview the teacher may make discoveries that widen his horizon and make for greater tolerance, patience, and sympathy. In such an event, the teacher does credit and honor to his own manhood by making such frank admissions, or even apologies to the pupil, as will reveal the loftiness and sincerity of his motives. No disciplinarian can ever afford to arrogate to himself either superiority or impeccability.

The boy may be passing through what to him

is a real crisis. At his age the adolescent has not a large fund of accumulated philosophy and wisdom, and is ill able to withstand the attacks upon his hypersensitive nature which the adjustment to his environment is certain to make. He may be so sensitive as to become morbid, morose, and disenchanted with life in general. If so, he needs to be reassured, and to be restored to himself from his temporary apostasy. He may have overheard some word, or noted some look that made him conscious of his poverty, or may have felt himself banished from some social group, or had some slight put upon him, perchance through mere inadvertence, but he feels the sting, and, in such case, resentment may seem to him the proper, if not the only means of defense. All these things the tactful teacher will discover, if he approaches the task in the right spirit. No expenditure of time is too great, in such a situation, if only the boy is restored to himself and to the school. Unknown to society, many a teacher has more than earned his year's salary in a single day by saving a boy to upright living, and to a right attitude to the school and the community.

**The teacher's attitude.**—Whoever is clothed with disciplinary powers should never feel free to consult his own ease and comfort in critical situations; and, it may be said, every occasion for discipline is a critical situation. Too much or too little may be

fatal to the cause. Narrow is the way between Scylla and Charybdis. Any discipline that emanates from caprice, pique, whimsicality, or personal vanity is certain to fail of permanent beneficent results. It may seem to succeed, for the moment, but its influence is evanescent. Repression and coercion are superficial and do not reach the roots of conduct. The teacher who is jealous of his prerogatives is liable to do more harm than good in matters of discipline. Unless discipline leaves the pupil in better case than it found him it is futile, or worse than futile.

When there is a principle at stake the teacher cannot afford to yield one jot or tittle; he must say at the last what he said at the first. But, in the matter of details, he may show wisdom in making some concession to the individuality of the pupil in order that the greater good may ensue. Bluff and bluster have no rightful place in the disciplinary process. If the teacher knows he is right, he will be better able to convince the pupil that his position is in full accord with the best interests of all concerned, if he creates a situation that is favorable to clear thinking. If he is prodigal of words and noise, the pupil will discount his sincerity. The quiet demeanor of the teacher is certain to carry conviction to the pupil.

**An illustration.**—While not strictly applicable, an incident may be cited by way of illustration.

In a fifth grade there were two boys who were given to pilfering and to whom the frequent rifling of lunch-baskets was traced. In their numerous quests they had shown a decided preference for pie. The teacher, therefore, brought to school one day two generous portions of luscious apple-pie; daintily wrapped, and secreted them in the desk. In the course of the morning, he suspended work, for the time, and told the pupils a story, recounting the events in which the two boys had been concerned, but, in an impersonal way until the very close when he named the boys. He then invited them to the platform with all the grace of a finished courtier, and proffered them the pie with all the suavity that would become a king's caterer. When the boys hesitated, the teacher extolled the virtues of the pie, as well as its author, painting a picture to tempt an epicure. When the pie had finally been eaten, and the boys had swept the crumbs, the teacher thanked them in a very gracious manner and invited them to resume their usual places. The ceremony in its entirety was so stately and dignified that the levity was of a subdued nature. So successfully did the teacher simulate gravity and suavity that the pupils were all quite impressed. There was no hint of punishment, but the whole affair was characterized by courtly grace.

Had the teacher been boisterous, or had he indulged in threats, the boys would have bolted the

pie and then laughed in his face. The whole affair was replete with irony, of course, but there was no word uttered that could possibly give offence, there was nothing said that was not absolutely true, and, therefore, no parent or friend could possibly take exceptions to the proceedings. The incident illustrates punishment for the purpose of discipline, and shows that punishment may be administered and yet leave no scars. Ten years later one of those boys encountered that teacher on a midnight train, and confessed, as they laughed together, that that was one of the best lessons of his life, and a lesson for which he would never cease to be grateful.

**Wrong methods.**—To impose school tasks upon pupils as a penalty betokens a lack of resourcefulness on the part of the teacher. Such a procedure is illogical, inane, and harmful. We want our pupils to enjoy their studies, but, when we impose them as tasks by way of atonement for dereliction, we turn them against the studies, and cause them to discredit our educational and moral standards. To require a boy to write one hundred words on the blackboard as a punishment for some peccadillo is both illogical and pathetically silly. Such procedure is destructive and not constructive and, hence, subversive of the best interests of the school. The pupil, himself, could do better than that, and he knows it. He knows that he deserves punishment, but he could readily find one far more

in keeping with the offence. Such a penalty grates upon his sense of values, and he is harmed and not helped by the process. If punishment must be, it should always be adapted to and commensurate with the offence. Moreover, it should render the pupil immune from repetitions of the offence, and all related offences. Punishment, in the school consciousness, should ever be of the nature of vaccination, and should never be conditioned by the state of the teacher's health or disposition.

**Elements of effective discipline.**—Fairness, justice, kindness, sympathy, sanity, poise, serenity—these are a few of the elements that compose the fabric of effective discipline. To these must be added, with emphasis, the element of time. If it should require an entire year to bring a boy into full harmony with the school, then a year is not too much time to devote to his readjustment. Time can be spent to no better purpose than in helping young people to get their bearings, to the end that they may learn how to live fully and efficiently. Some advance may be made toward this goal in every class-exercise. The highest form of discipline is the entire absence of conscious discipline. This form is realized in the class exercise in which every pupil is pleasantly busy during every minute of the period. This is the ideal. In such a situation, discipline never gives the teacher any concern. The best disciplinarian, therefore, is the teacher who can create such a situation.

## CHAPTER X

### COLLEGE INFLUENCE

**Relations of college and high school.**—For many years controversy has been rife touching the relations that subsist, or should subsist, between the college and the high school. These controversies have been carried on in both camps sometimes with not a little feeling. It would seem a work of supererogation, therefore, to enter into this question at the present stage of educational progress. Suffice it to say that the two institutions are inter-dependent. The college depends upon the high school for students; the high school depends upon the college for teachers. This reciprocal relation is gaining more general recognition, to the advantage of both institutions. Only rarely, of late, may we hear anything that harks back to the charge of college domination, and these receding echoes of a controversy that is past emanate, chiefly, from those who seek to justify their own lack of college training, and who are, by that very token, well-nigh negligible.

Still, there is one phase of the inter-relation of these institutions that is so pertinent to the present

study of the high school that it is persistent in its claim to recognition. No one, any longer, attempts to deny to the college a permanent place as a factor of civilized society. In our thinking it holds a noble and permanent position. So, likewise, does the high school. These facts admitted, we can approach the subject of their relations, one to the other, in a dispassionate manner. Since each one is necessary to the other, there should be not only an entire absence of anything approaching antagonism but also the most cordial co-operation.

If we conceive of the high school as occupying a small circle at the center of a large circle, and the circumferences of these two circles connected by straight lines at regular intervals, we shall have a series of truncated sectors all impinging upon the high school. These may fitly represent the various activities into which the life of the high school flows. It will be noted that the truncated portion of each of these sectors constitutes a part of the high school circle and the apex of each one lies at the center of the high school. Hence, the life currents of the high school are identical with the life currents of these various sectors. This is a graphic representation of a situation that is not fanciful but altogether real. These various sectors constitute the larger democracy, and we denominate them as industry, trade, commerce, professions, home, college, and the like.

**The college and other factors of civilization.**—In this view, the college is seen to be coordinate with the other elements of civilization. It may differ from the others in many respects, but not in position. If we stand at the door of the high school on graduation day, we shall see the pupils bearing their credentials toward one or another of these agencies of the community—and all of them definitely planning to continue their education. The boy who goes to the farm has no thought of being satisfied with present attainments. The girl who enters upon the duties appertaining to the home is looking forward to a greater degree of efficiency and proficiency. Many graduates elect to continue their education in the college, rather than in the shop, the factory, the office, the mine, the home, or on the farm. Society needs all these activities and many others, in order to meet successfully all the relations of inter-dependence among its constituent members. Valuable and necessary as the college is as a factor of society, it can not hope to monopolize all the young people who pass out from the high school. Nor would that be well, for society must preserve a nice balance among all its parts, and so must utilize some of this young life in other activities. It is quite evident that we have not attained to that degree of wisdom necessary to a proper distribution of high-school graduates. The industries receive many who should

continue their education in college, and the college, on the other hand, finds it necessary, each year, to send back to the industries many to whom the work of the college is not agreeable.

**Maladjustments in college and high school.—** It were a bootless task to attempt to locate responsibility for this condition. To state the bare fact is a sufficiently sad commentary without further elaboration. It is a sorry procession that wends its inglorious way from the college each recurring year, with inappreciable diminution. It is one of the tragedies of our scheme of education that such waste can not be foreseen, and, therefore, forestalled. The college sees these young people go with apparent complacency and looks forward to a like exodus the following year with equal complacency. Then, again, there are many who are being wasted in the marts of trade who would achieve distinction in the college. There is dereliction somewhere along the line in society or such waste would not be permitted. We are avid on the subject of the conservation of forests, water supply, and other natural resources, with but scant concern as to the conservation of the powers of many of our young people. The high school, the college, and the home are all concerned, but each one seems to account it the business of the others to make such adjustments as will forestall waste.

The high school makes some attempts to direct

its graduates toward those activities for which they are best adapted but these attempts are feeble and spasmodic instead of being scientific and persistent. Indeed, the high school boasts of the number of its graduates who enter college but is silent as to the number of failures. It would be difficult to find in any high school, perhaps, a record of its pupils for even the four years immediately succeeding their graduation. The assembling of such data would entail much careful labor on the part of the high school but these data would, in time, form a body of information from which valuable generalizations could be made in the matter of allocating pupils.

**Waste in the present order.**—The large mortality in the college, especially in the first year, is more than sufficient to attract attention and ought to call forth an attempt to discover the cause and supply the remedy. If the high school is sending pupils to college who ought to seek other fields of endeavor, then the high school should be held accountable for the mistake. If, on the other hand, the college fails to reach its students by reason of ineffective teaching or other causes, then this fact ought to be brought to light and the remedy applied. In short, the college and the high school ought to be at one in their efforts to conserve, in fullest measure, the young people of our land. The college accepts benignly all who present

proper credentials, and, with equal benignity, bows many of them off the campus at the end of the first semester. When a boy is thus ostracized by the college the only place where insignia of mourning are displayed is his home. Neither the college nor the high school wears crepe. Whether, in the presence of such a calamity, either institution indulges in introspection, has not been made known.

The foregoing must appear quite irrelevant to any who do not admit that the two institutions under consideration are inter-related. To any one who still looks upon high-school work as merely a preparation for college, all this must seem beside the mark. The high school does prepare for college just as it prepares for the farm, the shop, and the home, but the preparatory phase of high-school work is incidental. The high school is doing things and not merely getting ready to do things; and, because of this fact, it looks to the college for sanction and support because it looks upon the college as the exponent of intelligent patriotism in its highest and best form. If we are to socialize, humanize, and vitalize the work of the high school we shall fall short of the highest success in our endeavors unless we have the unequivocal co-operation of the college.

**College formalism in high-school work.**—Seeing that the high-school teachers are the product of the college, they come to their work imbued with

the spirit and the practices of the college. If they were subjected to great formalism during four years of college life their work in the high school will be formal in its nature. If formalism is inept in the high-school order, and, if the teacher brings from the college to the high school an undue degree of formalism that produces inharmony, then the college must assume some responsibility for this condition. The high-school teacher who indulges in ponderous formality, thereby imposes a great strain upon the politeness of her pupils. Ponderosity irritates adolescence. Hence the teacher who has contracted the habit of formalism very soon comes to realize that she must undergo reconstruction in order to come into harmonious relations with adolescence.

**High-school teachers adopt college mannerisms.—** There is one point of view from which college influence is to be deplored and that has reference to the tendency on the part of high-school teachers to appropriate college nomenclature. Imitation may be the sincerest flattery but, when college professors see their graduates, in the high school, become expansive in borrowed titles, their feeling of chagrin must dominate all other sentiments. If high-school teachers ape the college to the extent of annexing its nomenclature there is small wonder that high-school pupils feel that they have full warrant for doing the same thing in the

way of organizing fraternities and sororities. Sincerity, simplicity, and directness are qualities that appeal to high-school pupils. They are strict censors of the conduct of teachers and anything in the nature of a pose is an offence. As a matter of policy, then, if not of principle, high-school teachers can ill afford to forfeit the esteem of their pupils by aspiring to the use of names and titles that belong strictly to the college.

Scholarship and humanness are not incompatible. On the contrary they are complimentary. Profound scholarship, notable teaching ability, and success as a human being may all combine in one person. Human qualities add luster to scholarship and render teaching natural and effective. The college teacher who possesses these qualities finds that they are carried over into the high school by the teacher who imbibes them in his class-room and so, in a very positive way, the high school is the beneficiary of his profound scholarship and his human qualities. These qualities make a strong appeal to high-school pupils and they are glad of the presence of their teacher without realizing their indebtedness to the college teacher.

**The opportunity of the college in training teachers.**—It will be seen, therefore, that the college has a large opportunity in the way of training teachers in such manner as will fit them to be leaders of adolescents. The training of teachers is but a part

of the work of the college, but the teachers it does send into the high school should be liberally endowed with such qualities as will render them acceptable to pupils of high-school age. Such teachers adorn their college training and, at the same time, make lasting contributions to the well-being of the school democracy.

**Adapting the work to the social need.**—Recurring now to the graphic presentation of the life activities into which the high-school life flows, we see at once the necessity of adapting the work of the high school to the needs of society. The teachers learn their psychology in the college and bring to their work certain principles that seem to them fundamental. One of these is that teaching should attach itself to the native tendencies of the pupil. Another is that the learning process proceeds from the known to the related unknown. In her effort to apply these principles, the teacher makes some disquieting discoveries. She finds a boy in her class who is enamored of nature in all her moods and phases. He revels in the blue of the sky, the green of the grass, the gold of the sunset, and the glory of the starry night. Forest, stream, hill, birds, fish, insects—all hold for him a peculiar fascination. So, she tries to attach her teaching to the native interests of this boy by permitting him to substitute “*The Compleat Angler*” and “*Walden*” for “*De Coverly Papers*” and “*The*

Conciliation Speech.’’ Her disillusionment comes with the discovery that the college looks with marked disfavor upon the taking of such liberties with its requirements. When the guest at the hotel asked the Chinese waiter for salt with which to season his soup the waiter simply replied “We don’t salt our soup.”

However, this check does not damp her ardor for the boy’s interests, nor lessen her faith in the validity of the pedagogical dictum upon which she had been acting. So, noting the boy’s yearning for high-class contemporary literature, she encourages him to enter this field in his reading, and volunteers to excuse him from some of the more ancient readings. But again she is given to understand that requirements are requirements, not to be set aside at will and not to be lightly esteemed. When she makes inquiry as to the doctrine of native interests she is told that literature and psychology are two distinct departments. Try as she may, through loyalty to her college, she cannot rid herself of the conviction that the requirements should be made elastic enough to fit the boy.

**College and high school in accord.**—The asperity of the word “requirements” has been mitigated somewhat by a gentler interpretation than formerly obtained, but it still presents a somewhat dictatorial aspect to the high school that is trying to follow the tenets of such masters as James and

Strayer in attaching the teaching to the pupil's native interests. In his **Social Psychology**, McDougall gives us the word "dispositions" and this word helps us in our attempts at interpretation and application. The time will come, doubtless, when the college will welcome all young people who want to spend four years in the atmosphere of scholarship and culture, and will impose as the only prerequisite a real desire to profit by the opportunities which the college affords. The college and the high school will then combine in a noble alliance to discover the native interests of all these young people and apply their teaching accordingly.

When that time arrives both the high school and the college will cause their practice to conform to the principle that admonishes us to proceed from the known to the related unknown. In a mining community the course of study will make earth science major and will proceed from this known to the related unknowns, stage by stage, until the circle of illumination shall include history, language, and agriculture. In a farming community the process will be reversed. There is no good reason why a lad from the farm may not develop into a masterful geologist, by beginning with his native interests and proceeding from the known to the related unknown.

The observance of this principle in the work of

teaching will give fluidity to the course of study that it may readily adapt itself to community conditions and interests. The application of our principle will draw far more young people into the high school and the college and thus impose added expense, but that is a matter of small import when compared with the economic gain. The miner's son or daughter may become an expert chemist and so have his potency and usefulness multiplied many fold. There is another pedagogical adage expressed in the words "Begin where the boy is" which is but a variation of the principles already named. If the boy is on the farm, then we are to begin with farming; if in a mine, then with mining; if in the forest, then with arboriculture. With this principle in mind we shall have no hard-and-fast course of study, but every course of study will be adaptable.

## CHAPTER XI

### THE RECITATION

**The recitation defined.**—If it should be said that the recitation is a favorable opportunity for the transfusion of spirit from teacher to pupil, there are many who would regard the statement as fanciful if not fantastic. The incredulity which such a statement would evoke is chiefly due to the fact that, in the school consciousness, the recitation is a time, a place, and an opportunity for an exchange of words. These words may be found on the pages of the book, or they may emanate from teacher or pupils; but, it still remains true that words from some source are fundamental in the ordinary concept of the recitation. In general, we estimate the value of a recitation by the number of words that are crowded into the recitation-period; nor does the school consciousness admit the possibility of a wordless recitation. Elaborate and painstaking studies have been made of the recitation in a multitude of classes with stenographic reports of the entire proceedings. These studies are illuminating in many ways and, especially, in the way of showing avidity for words. Some recitations seem well-nigh hysterical in their

haste to use as many words as possible in a forty-five-minute period.

We speak of the spirit of the school and agree substantially upon the significance of the expression, but when we refer to spirit in the recitation we associate the word with manifestations of vivacity, never with profound and penetrating silence. In the common thought the more noise there is in a class-exercise the more spirit there is.

**Education a spiritual process.**—We are wont to say, and with some fervor, that education is a spiritual process; we regard the recitation as an essential part of the school regime; but, in our practice, we seem to look upon the spiritual phase of the recitation as a negligible minor. Possibly we have not developed instruments sufficiently delicate to make nice assessments of spiritual values, but certain it is that our system of grades and promotions is based far more largely upon the manipulation of words than upon manifestations of spirit. We speak of the spirit of the woods, the spirit of the country, and the spirit of the mountains and know them to be verities. Sublimity generates within us a poignant ecstasy and transports us beyond and above ourselves and we find ourselves *en rapport* with things that are high, and noble, and holy. We commune with the forest, the sea, the country, or the mountains and experience a feeling of exaltation.

**Experiences of the spirit.**—These sensations may be generated without words and we call them experiences of the spirit. If we could take the class in geography to the top of Mt. Rigi for a period of forty-five minutes words would seem weak if not impious during that period. But the educational process would not be interrupted because of the absence of words. On the contrary, this process would be active during the entire time and the members of the class would have undergone an inner change as the result of their experience. Could they sit for another period in the Cathedral of Cologne no word could add to the effectiveness of such an experience in raising them to a high plane of feeling from which there would be no relapse. Such experiences are a positive and permanent gain in the way of spiritual development; and, after all, the development of the spirit is the great end and aim of all educational agencies. The greater such spiritual development the more readily does the body yield obedience to the behests of the spirit, and, hence, the more rapid our advance toward the goal of "complete living."

We are told that Carlyle and Tennyson could sit together before a glowing fire in silence for an entire evening and experience keen pleasure. In making excursions into the realms of the infinite their spirits merged in the common quest and thus became affinitive. In such a situation words would

have been a hindrance rather than a help. Words are useful in the way of producing spiritual situations, but, if they fail of this purpose, they are futile. On his death-bed a father asked a wayward son to sit in his room alone for half an hour just after the funeral services. The son came from the room transformed. Whatever happened in that room was a spiritual process and that is precisely our definition of education. The father provided for a spiritual situation and the regeneration of the son was the sequence.

**Knowledge and spirit.**—Knowledge is power only when sublimated by spirit. Indeed, spirit is the convoying vehicle of knowledge. Education is far more and better than an intellectual debauch. Intellectuality may be accounted a success but spirit transforms it into a triumph and it does not comport with the high aims of teaching to degrade a possible triumph into a mere success. John Murdock pronounced Robert Burns a failure in music, but, later on, the pupil climbed to such heights in music that the teacher could not follow. What John Murdock failed to do in the way of touching the spirit of the boy was done by a neighbor girl as they worked together in the harvest; and John Murdock would be unknown to history but for the fact that Robert Burns was his pupil. Here was a pupil who achieved success, and then a triumph, and both in spite of his teacher.

**Truth and freedom.**—It is quite as true in a pedagogical sense as it is in a Biblical sense that “Ye shall know the truth and the truth shall make you free.” It is to be noted that freedom is conditioned upon knowledge of the truth and not upon the existence of the truth. In order that truth may become knowledge it must be set out in such a way that the spirit of the learner will leap toward and apprehend it. Unless this happens there is no freedom, but the pupil goes on in his thralldom, deaf, dumb, and blind to the truth that is all about him. Sometimes the teacher reminds her pupils that she has told them certain things repeatedly. Small wonder, then, that they do not know. There’s the pity of it! The teacher monotonously, albeit mellifluously burbles forth inane platitudes but nothing is happening in the spirit of the pupil. What she says is all truth, but it does not become knowledge for the reason that it produces no reaction. The pupils sit there in a desert of words, with no oasis in sight, and, with polite tolerance, await their emancipation from the dreary ordeal.

In order to become knowledge truth must be so handled by the teacher that it will ignite the spirit of the pupil and thus produce a spiritual explosion. When the spirit of the pupil is thus stirred there is no mistaking the signs. The flash of the eye, the flush of the cheek, and the attitude of the body all betoken a spiritual arousal. There is a

slang phrase, "nothing stirring," which is quite apropos in this connection. If there is nothing stirring in the spirit of the child the teacher may know to a certainty that her work is not effective. There is much stirring when these same pupils are on the athletic field, and, if they are listless in the class, it is well to reflect that their natures did not change when they crossed the threshold of the school, but that they are quite as willing to be stirred in the class-room as they were in the ball game if the teacher only knows how to do it. Their very listlessness is a challenge to the teacher's ingenuity to find some way of creating a spiritual stir. Better more games and fewer lessons if the work of the recitation produces spiritual somnolence.

**Spiritual stirring.**—When the spirit of the pupil is stirred he no longer looks at the teacher as if she were a table, a chair, or a necessary evil, but he looks at her as one who is animate, potent, and regnant. It is spirit answering back to spirit, and the situation is electric. In such a situation the real teacher finds her keenest delight, for she has attained the fruition of her desires and plans when she sees the pupil wake up inside. This is the end and aim of true teaching, for the acquisition of knowledge inevitably follows. Such an awakening and distension of the spirit means the apprehension of truth which is transformed into knowledge and

this becomes a permanent and exhilarating possession. This ignition of the spirit, answering back to the presentation of the truth, is the psychological moment in all true teaching. This is the mount of transfiguration where the spirit of teacher and pupils blend in the presence of truth illumined.

**Misuse of school materials.**—Writers who inveigh against the use of text-book and grade-book in the recitation have failed to make it entirely clear why the practice is to be deprecated. They had done well to explain that these agencies obstruct the interflow of spirit between teacher and pupils, and so militate against the highest success of the recitation. The teacher must be free to note every incipient token of spiritual ignition, that her teaching may have generated and be ready, on the instant, to answer back in kind. This she cannot do if her eyes are riveted upon a book or if she is pondering the cabalistic mark that she is to set down opposite the pupil's name in the grade-book. If she does that she is a mere clerk and not a teacher. When the fine frenzy of learning has the pupil in its grip it is a rude transgression to stifle or interrupt it by the rattle and clanking of school machinery, however important the machinery may be at proper times and places.

Furthermore, the presence of the grade-book and text-book does not produce an atmosphere that is conducive to spiritual growth and freedom, and,

for that reason, they should be kept in the background. To the pupils they seem the teacher's insignia of authority and so become agents of repression if not instruments of torture. If the pupils are conscious of the teacher's authority or superiority their spirits will be trammelled and will not readily react. It is the high mission of the teacher to create a situation, free from all untoward influences, that will make for the spiritual freedom of her pupils, and so render their spirits accessible to her own spirit and the spirit of truth she is seeking to inculcate.

The astronomical observatory is located far up on the mountain top and the firing of guns is prohibited within a certain radius that there may be no derangement of the delicate mechanism of the instruments. But the delicacy of spirit far transcends the delicacy of material instruments. So delicate is spirit, indeed, that it may be influenced by a sunrise, the fragrance of a flower, the note of a bird, or the soughing of the wind. This may seem quite inconsistent with many of the surface manifestations of adolescence, but surface indications are not always trustworthy. The commander who achieved distinction in war, said to his men, when the ship of the enemy was going down, "Boys, don't cheer; men are dying over there."

**Verbosity and volubility.**—Seeing, then, that the spiritual part of pupils is of such extreme delicacy,

it behooves the teacher to interdict all influences that will disturb their spiritual counterpoise. One such disturbing influence is verbosity. A deluge of words tends to quench the fires of the spirit. Many volumes teem with injunctions against over-much talking on the part of the teacher; but the practice still persists, whether as a habit or an inclination does not appear. The voluble teacher is often less than effective. The effective teacher is she who says the most in the fewest words. The effectiveness of her personality renders much-speaking superfluous.

Some teachers attempt to justify their volubility by citing the exactions of the lesson assignments and explain that progress is more rapid if they, themselves, interpret the lessons to the pupils. Such teachers make the fatal mistake of confusing education with the turning of the pages of a book. The farmer may assign to himself the task of ploughing two acres in a day, but no such definite assignment can be made when dealing with sentient materials. To be devotees at the shrine of stereotyped assignments is to do violence to the spiritual nature of our pupils and to the cause of education as a spiritual process. In brief, assignments are made for the pupils and not the reverse, our practices to the contrary, notwithstanding. When once the spirit of the pupil is broad awake, it may out-

strip the most ambitious assignments. Assignments are finite; spirit is infinite.

**Traditional methods.**—In the popular thought, a recitation is a series of questions and answers having a greater or less relevancy to the subject under consideration. Some teachers would find it difficult to occupy a forty-five minute period without questions and answers, unless, indeed, they indulged their no less reprehensible penchant for lecturing. Some teachers have been known to ask as many as one hundred and fifty questions in a single period, all the while congratulating themselves upon their efficiency as teachers. Such a procedure is but a sort of refined guessing-contest and produces no spiritual explosion unless by some happy accident. The recitation sadly declines from its high estate when it degenerates into a sort of slot-machine into which we project a question in the hope of extracting a somewhat intelligent answer.

The question-and-answer method is very liable to engender in the pupil a feeling that he is on the witness-stand and, in such a situation, he is reluctant to reveal his inner self. Certainly his spirit does not stir in such an ordeal. He is quite apt to encase himself in indifference if not in actual defiance. He has the feeling, possibly, that the teacher is striving to enmesh him in difficulties and he resents her assumption of superiority. He would

fain have her take the witness-stand and promote him to the rank of questioner. The wonder is that more teachers do not adopt this very plan by way of establishing a cordial free-masonry between themselves and their pupils. The constant use of questions and answers and the consequent deadening of interest is to be deplored, seeing that this method is not a flattering commentary on the teacher's resourcefulness. The Great Teacher used the question method sparingly, but was lavish in His use of illustrations and we do well to profit by His example.

**The real purpose of the recitation.**—Reiterating our definition of education as a spiritual process it requires no great stretch of imagination to see that the spirit of the learner, if it is rightly attuned, and the spirit of the study coalesce and knowledge is the resultant. We readily admit that there is a spirit of poetry which is embodied in the form of words and which the words are made to evoke. When the spirit of the pupil, then, is brought into a relation of concord with the spirit of poetry there ensues an instant blending of the two, and the pupil gives forth evidences of exaltation that are as pleasing as they are unmistakable. The teacher's task is to bring about this relation of concord. To do this, she, herself, must be en rapport with the spirit of poetry. This cannot be simulated, but must be genuine. A principal rejected the applica-

tion of a teacher for a position in the department of English in a large high school because of a casual remark that she does not like poetry. He well knew that her aversion to poetry would infect the spirits of the pupils.

As there is a spirit of poetry, so there is a spirit of history, a spirit of science, a spirit of art, and so on through the entire range of high-school studies. Teachers of science spend weeks, or even months, in an effort to generate a scientific spirit as a condition precedent to the successful teaching of science studies. We speak of a feeling for nature, a feeling for art, a feeling for language, by which we mean that the spirit of the person is attuned to the spirit of nature, art, or language. If two musical instruments are in accord, an impact upon one will set the other in vibration, and it gives forth the same musical note as the one upon which the performer acts. So, in like manner, the spirit that is in accord with the spirit of history gives forth a historical note whenever the subject of history is touched.

Herein lies the purpose and the inner secret of the recitation. Its function is to touch the spirit of the pupil and cause the two spirits to commingle and unify, that the study may become a part of the pupil's very self. In all this the teacher is the great factor. Her spirit must be imbued, even surcharged, with the spirit of the study; she must

open the spirit of the pupil for the reception of the new influence; and then she must conduct the spirit of the study through the open door. Thus the teacher brings it to pass that intelligence and culture becomes embodied in the life currents of the school and so flow out into the life of society.

## CHAPTER XII

### THE STUDY-LESSON

**Conversation in school work.**—Happy is that school whose teacher can converse with the pupils. Many teachers can talk to or at the pupils, but fewer can converse with them. Conversation implies the use of a common language, for only such can be the vehicle of ideas and thoughts. The gamin of the alley and the professor in the college would find it difficult to carry on a conversation, primarily because they do not speak the same language. They must meet upon a common plane of comprehension before conversation is possible. In such a situation, the professor will find it easier to learn the language of the gamin than to teach him the language of the college. True, he adopts this mode of procedure in order to help the boy to his plane of speech. But he must first learn the boy's language before he can hope to accomplish his purpose. When he has made himself familiar with the language of the boy, he has won a vantage-point whence leadership will naturally issue. They are now ready for a free

exchange of mental and spiritual commodities, simply because they speak the same language.

One source of trouble and discouragement in the school is that the pupil does not, in the least, know what the teacher is saying. Her language may be English to herself, but it is Greek to the pupil. In such a case, the teacher may conclude that the pupil is stupid or, at best, lazy and indifferent. In reality, the pupil is merely dazed by the sounds of a foreign tongue, and does not know how to extricate himself from the disheartening dilemma. If the teacher could or would but speak in his language, the very sound of her voice in vocalizing his words would hearten him and give him the courage he needs in his search for truth.

**The pupil's pride.**—It should always be kept in mind that every pupil, at bottom, is proud and that this feeling of pride interdicts a revelation of ignorance in the presence of his fellows. Thus it happens that, when the teacher uses a language that is foreign to his comprehension, he remains silent and permits the unknown words to float above his head without a note of protest. Let them think him stupid if they must, but he will not incriminate himself.

Pupils of high-school age are by nature responsive and this quality is a valuable asset in school procedure if it is made available. But no one can find exercise for his responsiveness in the presence

of an unknown language and is quite ready to deprecate the use of such language as indicating an assumption of superiority.

Just at this point we find conversation of supreme importance as a function of school policy, and the teacher who fails to appreciate its value thereby jeopardizes the interests of the recitation-period. Conversation is fundamental in the way of promoting a community feeling between teacher and pupil and this precedes and underlies all real progress. Conversation establishes a relation of reciprocity between teacher and pupils and tends to generate a feeling of co-ordination. If we are to attach our teaching to the native dispositions or interests of the pupils, we must, first of all, discover what these interests are, and a free and frank give-and-take conversation affords the most favorable means for making this discovery.

Through the conversation of pupils we can hear the heart-beats of the community and are thus enabled to act intelligently and sympathetically in articulating the work of the school and the life of society. Pupils have things to say that are worth the teacher's hearing and when the teacher is an attentive listener to what pupils say she gains the very sort of information that she needs to make her teaching effective. If she insists upon homilies and lectures, she not only stifles the inclination of pupils to make real contributions to the work that

is forward, but, also, denies to herself much information of vital import. Thoughtful listening is an important part of good teaching.

In a large high school a boy complained to the principal of the incessant talk of the teacher, saying that she seemed to assume that the pupils had nothing of any value to say. He further intimated that there was a feeling among the pupils that the teacher's monopolizing the time was due to apprehension on her part that she might be disconcerted if she accorded to the pupils freedom in expressing their opinions. The tragedy of such a situation is that the teacher is unable to sense the feeling of the class but continues, to use the exact language of this boy, "to hold forth world without end."

**Community of interests.**—In the nature of the case, there must be common interests upon which teacher and pupils can unite, as a basis for intelligent conversation. Such a conversation if directed but not dominated by a resourceful teacher attaches itself naturally to the work in hand and serves to illuminate and reinforce the facts of the lesson. In the atmosphere of such a conversation the pupils expand and attain to their maximum of docility. A natural conversation has many positive advantages over the riot of questions and explanations that so often characterize the recitation-period.

An analysis of a recitation discloses some interesting facts that are often overlooked. In the

school consciousness reciting bulks so large that all else is dwarfed into comparative insignificance. Pupils and parents have the notion that school is a place for mere reciting; and, somehow, they have come to think that learning and reciting are indissoluble concomitants. Indeed, reciting has become an obsession with very many teachers, also, who seem to think that the development of mind is conditioned upon much reciting.

**Assigning lessons.**—Such teachers assign so many pages, or paragraphs, or problems, or experiments as the lesson for tomorrow, prefixing the inevitable word “take” to the assignment. If they were challenged to give an interpretation of the word “take” which they use so freely and constantly, they would find themselves fronting a difficult task. We have scholarly volumes on the subject of teaching pupils how to study, but such teachers rise superior to all these books, and, with sublime nonchalance, combine all the wisdom of the books in their one word *take*. Then, the next day they try to discover if the pupils have “taken” the assignment, make some records in a grade-book, and the sum total of the proceedings they call a recitation. Such a process, continued week after week without variation, is a severe test of the pupils’ power of endurance.

If teachers who have this conception of the recitation would devote an entire summer to the work

of putting content into their word "take" their pupils would have occasion for congratulation upon a summer well spent. The word is a hackneyed one and utterly devoid of meaning or significance unless the teacher endows it with intelligible content. To take forty lines of Latin, or two pages of English, or ten pages of history may mean many different things, and the pupil has a perfect right to proceed upon his own interpretation, unless the teacher specifies otherwise. Too often the pupil is left to guess as to the nature of the teacher's mental operations.

**The test of an effective class exercise.**—The recitation should seek to test the fidelity of pupils in the preparation of the lesson, to clear up any difficulties of the assignment by the free use of analogies and illustrative material, to connect the facts of the lesson to the life experiences of the pupils, and to blaze the way for further progress. In the order of importance, the last-named phase is ever conspicuous. The amount of reciting done is often out of all proportion to class interests and progress. If the pupils have solved all the problems in the lesson it is a sheer waste of time and energy to require a re-solving of them at the board. To do this is rather a reflection upon the intelligence and veracity of the pupils. It may be found profitable to solve other problems of like nature, but not the same ones. The purpose is to develop

principles and not merely to solve problems. If the principle can be made clear by the use of one problem, then one is sufficient; but if forty are necessary to elucidate the principle, then forty are none too many.

It were a travesty upon good sense to entertain the notion that any text-book, however excellent, contains just enough material, not too much nor too little, to render the subject readily comprehensible to every member of the class-group. This conception of a text-book no longer exists save in the minds of that happily diminishing remnant of the teaching fraternity who conceive it to be the sole mission of the teacher to transfer the contents of the book into the minds of their pupils. Most teachers know full well that the author of the text leaves much to the judgment and discretion of the teacher in the way of organizing the material of the book and adapting it to the special needs and capacities of individual pupils and, also, in the way of abridging this material or supplementing it from all available sources, as the progress of events may suggest.

**School and garden compared.**—If teacher and pupils were planning, planting, or cultivating a school-garden there would be no assumption of the role of dictator by the teacher, but there would be a careful co-operative study of all things pertaining to the work of school-gardening—topog-

rathy, soil, season, seeds, plants, implements, and methods of cultivation. There would be no sharp divisions between successive days, but each day's plans and work would utilize the work of the preceding day and be a preparation for the next. A school-lesson bears a close analogy to a school-garden and is capable of the same sort of co-operative cultivation. This co-operation, moreover, presupposes helpful and sympathetic conversation and the extreme minimum of dictation.

When the members of the group come together in the garden, with common interests and common purpose, they note, first of all, what changes have been wrought by time and the elements since they last met. These things carefully noted, there ensue, inevitably, corrections, eliminations, and readjustments to give symmetry and continuity to the work in progress. One member pulls a weed, another straightens a plant, another loosens the soil. Or, one pupil corrects his own misconception of the reading of a problem, another confesses that the principal parts he gave pertain to another verb, and still another adjusts the fact or date in history that he discovers awry. They do not hoe the entire garden each day, but only such spots as need special attention. Since only three plants, or three problems, show signs of drooping, these three and only these become the objects of their care.

To carry the analogy still further we find that

this sort of cultivation lays under tribute all the knowledge of the homes that can possibly contribute to the solution of problems in school. Each pupil becomes a medium of communication between the school and the home and both institutions profit by the activities of the day. Whether from the garden or the lesson, there are gleanings that reach the supper-table through this interested medium and thus each home becomes, in goodly measure, a co-operating agency in the school activities. The boy laughs over his discomfiture because of a mispronounced word in class, and, at once, all other members of the family are made conscious of their own shortcomings in the use of that very word.

Again, the school-garden and the school-lesson may be deemed analogous in respect of the preparation for tomorrow. A stake must be set today in order to obviate the growth of the plant in a wrong direction. Just here the wise teacher becomes an important conserver of time and amiability. There is no valid reason for permitting a girl to spend twenty minutes and many tears over *quaesivi* when a mere suggestion, in advance, as to the source of this form would make her way clear and happy. If, by some happy necromancy, a pupil discovers that *rebar* is a derivative of *reor* that fact does not prove him superior to the others, who failed to make this discovery.

**Technical difficulties.**—There are technical mat-

ters in most lessons that should be cleared up, for, or, at least, pointed out to the pupils in advance. This the teacher can do in a conversational manner and without any exploiting of her own wares of erudition. The driver who knows the road can save his passengers many a profitless jolt by his wise forethought in anticipating difficult situations. It is quite inexcusable that teachers permit pupils to go through life picturing the *Hotel de Ville* of Byron's poem "Waterloo" as a hotel and not the City Hall of Brussels. It is really no crime for the teacher to read, in advance, a difficult passage in the foreign language lesson. After such a reading they will attack the passage with avidity and courage, and derive far more profit and pleasure from the study than they could possibly derive from the mere disentangling of technical knots. It comports far better with the process of learning for the teacher to furnish the ounce of prevention rather than to render first aid to the injured.

What has been said hitherto must not be construed as an advocacy of the "soft pedagogy" that would clear the pathway of the pupil of all difficulties. On the contrary, it is the suggestion of a plan by virtue of which the pupils will attack their difficult problems with full knowledge of the difficulties and with courage born of a clear and definite purpose to persevere till the goal is reached. It is a plan, however, that would obviate perplexities

that have no special educational value and have no ranking save as perplexities. If the driver is rushing in quest of a physician there is some justification for his break-neck speed over obstructions; but he would be accounted foolish to propel his machine over such obstructions merely to prove its strength and prowess. It is the sheerest folly to have perplexity in the class exercise for the mere sake of perplexity.

**Learning as distinguished from reciting.**—Such a plan contemplates the expenditure of a considerable part of the recitation-period in the preparation of the succeeding lesson and is based upon the theory that learning is more important than mere reciting. Moreover, this plan serves to conserve the mental equilibrium of the pupils, and certainly this is a worthy consideration. Still further, this plan gives free and full scope to the persuasiveness of both pupils and teacher rather than to their combativeness. Their common interests and aims impel them along parallel lines and not at cross purposes. The pupils are not on one side and the teacher on the other, for there is only one side. Together they develop a common language and this fact contributes to the ease of conversation. Antagonism cannot thrive in such an atmosphere of co-operation.

Finally, the study-lesson plan obviates the necessity for so many textual notes. The presence of so many explanatory notes, in many text-books,

tends, by implication, to call in question the teacher's scholastic qualifications. It is to be hoped that the time will soon come when all high-school teachers will be so well able to interpret the text that the great mass of textual notes that now cumber our text-books and discredit the teachers will be regarded as quite superfluous if not an impertinence. When the teacher makes the explanations necessary to clarify the text the pupils drink from a living fountain and are thereby refreshed.

## CHAPTER XIII

### SPECIALIZATION

**The nature of Adolescents.**—A prime requisite for effective dealing with high-school pupils is a full recognition of the primal urge that characterizes the age of adolescence. These young people are instinct with life, verve, and a predisposition to seek adventures. Inherently they are discoverers and investigators. In a new environment, they make more discoveries in hours than their parents or teachers would make in days. In a strange city, they seem to sense the chief places of interest, the routes of travel, and all the unusual details, all without guidance; whereas, their conventionalized parents or teachers must needs have recourse to guide-books, time-tables, and policemen in order to gain even a moiety of the great mass of information which is theirs to command. In the country their excursions yield, as if by magic, a generous knowledge of birds, animals, insects, flowers, trees, and streams, the mere recital of which amazes their elders who have been cautiously moving about in a far more restricted orbit.

To these adolescents there are no metes and

bounds; the world is their province and their promised land and they know of no reason why they should not go forth and possess it. Their world is not parceled off by fences of convention, but all is open and free. To them aspiration is the breath of life, and their mental reach brooks neither boundaries nor barriers. They are possessed of a fine audacity that the unthinking or unknowing are wont to call impudence. They stand tip-toe upon the pinnacle of things and their hopes and enthusiasms are limited only by the horizon. Their metier is to sketch, with broad and sweeping strokes, the outlines of life's picture, trusting, with sublime and roseate faith, that the future will supply the details. Looking at them through our conventional glasses they seem but manifestations of life, in the incipient stage of becoming individualized. They are contradictory in the extreme: even while their honest laughter betokens the utmost frankness and sincerity, we have an eerie feeling that they are cryptic and enigmatic, and we long to explore them just to note the workings of their inner mechanism. In their presence we seem to be standing before innumerable push-buttons without knowing, in the least, which ones to push in order to evoke the things we desire.

**Tradition not adequate.**—Such, in general, is the material that comprises the high-school democracy, and presents to the teacher both a grave responsi-

bility and an alluring opportunity. With such material as the field of our endeavor traditional methods will not avail. The problem is ever new, and we can not warp this material to conform to the tenets of tradition. It is Schopenhauer, perhaps, who tells of the so-called sacred apes of Benares that have been worshiped so long that they have come to believe themselves sacred. So with the tenets of tradition. Their assumption of sacredness become vacuous in the presence of high-school pupils. The teacher who attempts to fashion such material in accordance with these tenets will soon sorrow to find the results proving that the illustration of the proverbial bull in the china-shop is altogether inadequate. Her philosophic calm is not proof against adolescence, with all its intricacies and mysteries, and, when the crisis comes, she is liable to capitulate and compromise with the situation by resorting to the weak expedient of reporting the pupil to the principal and then finding relief in tears.

But the problem persists in spite of all this and, perchance, in more emphatic form, because of all this. Philanthropy may fray out into meddlesomeness. A situation that requires delicate handling may not be compounded by assault, and the best of intentions may result in disaster. The assumption that any person who holds a license can teach school fronts an underscored negation in many a

situation in the high school. However, the obligations of the teacher may not be abrogated at will even though she is unable to compass the solution of the problem. Both the problem and the obligation remain as abiding factors of the situation, nor may either of them be obviated. The problem may be solved in time, but not by a present *ipse dixit*.

**The expectations of society.**—All the foregoing has been adduced in the way of depicting what is conceived to be the true situation in the high-school problem. It seems in place to indulge in some reiteration and emphasis in order to bring before the mind, in clear relief, and with some degree of exactness the problem of which the high school is seeking a solution. The larger democracy needs men and women, first of all, to carry into successful execution its purposes, and calls upon the high school to supply the need. The first duty, then, of the high school is to organize its activities in such a way that they will function in manhood and womanhood. In such a view even scholarship is of secondary importance and specialized scholarship is distinctly subordinate. The first concern of the farmer is to secure a man as tenant who has the qualities of industry, integrity, self-respect, self-reliance, and docility. Such a man having been secured, the special phases of farm cultivation become articulated in the scheme in a natural and sequential way. But drainage, fertilization, crop

rotation, planting, harvesting, pruning, and spraying are all subordinate to the primary consideration of securing the right sort of man to carry on these activities.

The analogy holds in respect of society. Men and women are its first consideration—men and women who are effective because of their integrity, industry, self-respect, self-reliance, and openmindedness. Men and women possessing these and kindred qualities are fundamental in the scheme of society and their differentiation into special classes is a later development. The man must be larger than his trade, profession, or work. Indeed, his vocation should be but one of the manifestations of the man. If he is, first of all, a man and then a teacher his teaching will be effective in promoting the public good; but, if he is a mere teacher, his work will leave much to be desired. Teaching may be the chief manifestation of the man but society will not suffer if it be the only one. If skill in the culinary art is the sole manifestation of the woman, her effectiveness as a member of society will be much restricted. On the other hand, if she comes to her place in society endowed with intelligence and industry, she will readily acquire skill in cookery as well as in many other accomplishments.

**The meaning of training.**—The first duty of the high school, then, is to produce men and women of this type and this is society's chief expectation.

To do this effectively careful consideration must be given to the materials of production as well as to the methods. The character of the materials necessarily conditions the mode of procedure. The materials are animate, dynamic, vibrant—young people who dream and who dare, and the methods employed must conform to these characteristics. Colleges and graduate schools may concern themselves with the production of specialists, but the high school has a different function. It concerns itself with life in its elemental phase and not with its differentiations and refinements.

Training implies vitality and growth. In training a plant we merely give direction and provide conditions favorable to its growth with no thought of abridging or impeding that growth. So, likewise, with high-school pupils. The mode of procedure is intended to give direction to their virile qualities and growth and, in no sense, to thwart or impede them. The best the school can do for them is to establish tendencies. These tendencies ultimately groove into habits and these, in turn, become their standards of activity and conduct, which, by a natural process, become assets of the community.

**Materials of production.**—These materials of production, the boys and girls of the high school, we must accept as we find them and, in the main, at their own valuation. This is the crucial test of

the school and of the teacher. Too often we seek to measure our pupils by adult standards and criticise or condemn accordingly. In too many cases, "aptitude for vicariousness" seems unable to survive the flight of time and what was once orthodoxy to the teacher soon assumes the aspect of heterodoxy. At high-school functions, some teachers seem quite unable or unwilling to enter into the spirit of the occasion in co-ordination with the pupils but detach themselves from the exercises and look unutterably bored. Others are made conspicuous by their absence. These indications point pretty conclusively to the fact that such teachers are not in full sympathy with adolescence and so lack somewhat of the equipment necessary for leadership.

If, with our experience, we cannot enter into the feelings of youth, we can scarce expect them, lacking our experience, to enter into the feelings of adult life. If we cannot fraternize with them in the social phases of school life, we need not be surprised if they hold aloof from us in the classroom. We must come to their plane of life before they can or will come to ours. If we cannot or will not enter into their lives, they will be reluctant to accept either our definitions or our standards of life.

If our kind of teaching alienates us from our pupils, then we should adopt other methods or else

discontinue teaching altogether until, in some way, we shall have regained the ability to affiliate with them. Otherwise, our teaching will be "as sounding brass, or a tinkling cymbal," and they will certainly repudiate it as spurious. If, to illustrate, the high-school boy has an aversion to science the scientific knowledge of the teacher will repel rather than attract him, and the teacher must be at some pains to demonstrate to this boy that he is a man in spite of his knowledge of science. In short, science will become attractive to this boy only when the personal qualities of the teacher have glorified the subject.

**Disadvantages of over-specialization.**—What the teacher himself may regard as the hall-mark of superiority the boy may look upon as a badge of inferiority. This simple fact is, at times, the cause and occasion of disquietude. The specialist becomes so enamored of and engrossed in his specialty that he fails to gain the point of view of his pupils and condemns them if they fail to share his enthusiasm. The success of teaching is measured by the pupil's enthusiasm and not by the teacher's; and yet this seems to be the last thing that some teachers learn. Herein lies the disadvantage and danger of specialization. The interests of high-school pupils must ever be paramount, a fact that is sometimes lost sight of in the teacher's absorption in

his subject. He seems to have a predilection for his subject rather than for boys and girls.

Such a teacher may claim that all his work is done in the interests of the pupils. This is true in theory but it does not work out in practice for the reason that he views the subject from his own angle and not from theirs. He looks at the subject through his own special glasses and not through theirs. While he is making ready to do things, they are doing things and what they are doing may have led them far afield from his subject before he is ready. The specialist is apt to be historical instead of prophetic. If he is looking backward while they are looking forward there is a situation of disharmony that is not good for the school. His work must attach itself to their life in the immediate present with no slightest hint of pedagogical feudalism.

**Pupils the teacher's first consideration.**—There is always the danger, in the case of the specialist, that he may be more intent upon developing the subject by means of his pupils than in developing the pupils by means of his subject. In such a case, the pupils and the school appliances belong in the same category; they are merely a means to an end. Such a procedure reduces pupils to the role of pawns on the chess-board and they resent the disfranchisement of their initiative and the

confiscation of their achievements. They want their work to redound to their own glory and not merely to the glory of the teacher or to the success of his experiment. They are never specially interested in contributing to or exploiting the exuberance of the teacher. If they shake the tree they want some of the fruit.

The gist of the whole matter is that the pupils and their interests should come first in the scheme. Teacher and pupil should march forward, side by side, to storm the citadel, and, when the white flag shows upon the battlements, the cheering should be a chorus and not a teacher's solo. The teacher's work is to inoculate the spirit of his pupils with the virus of his subject that this subject may become a part of their social consciousness and so become a pervasive influence in the larger democracy.

Another danger of specialization is its tendency to elaboration and technicalities. High-school pupils do not travel, either physically or mentally, with mincing steps, but go forward in sweeping movements. Hence it is that nice distinctions and hair-splitting technicalities are irksome to them. They wonder how any one can higgle over a genitive of description when it is high time for the ball-game. They have a feeling of compassion for the teacher whose only source of fun in life seems to them to be the contemplation of double datives.

When the teacher tells them of the scholar who on his death-bed said that if he had his life to live over he would devote it all to the dative case, they give small heed to the statement save only to brand it as either false or foolish.

**The un-socialized specialist.**—The ultra-specialist in a high school is a pathetic figure. His habitat is the large high school. Life would be intolerable to him elsewhere. He regards the time devoted to other subjects than his own as an interference with his plans. Why, pray, should they study other subjects at all? He seems to feel sorry for the other teachers that they can find nothing better to do than to teach their particular subjects. Marooned on his one subject he heeds not the pulsing life of the school all about him. He has no interest in or connection with any of the extra-school activities that give scope for the ingenuity and fine initiative of the enterprising pupils. He simply does not know the pupils and, were all the teachers such as he, they would wreck the school in a day. When the school paper is issued he seems to think that it simply happened. He does not know that other teachers of the corps are working for many weary hours over time to cause such things to happen. If he had a sense of humor he would need only to look at himself as others see him to explode with laughter.

If a class in another subject were sent to his

room for a recitation he would sit dazed and helpless. And yet this teacher is a college graduate and has run the gamut of all high-school studies, and now can teach but one. One such teacher, who had been teaching Latin for many years, resigned rather than take classes in geometry. He had simply become atrophied under the influence of his tread-mill existence, and had lost the power of readjustment. Had there been a change of subjects ten years earlier it had been better for him and for the school. It is beginning to dawn upon many thoughtful high-school principals that, perhaps, a change of subjects for the teachers is the means for the inauguration of reformation in their schools. The chief and insistent desideratum is that all high-school teachers shall be specialists in the subject of boys and girls and that their subjects shall be subsidiary to this principle and made contributory factors in the sublime alchemy of transmuting boys and girls into high-minded and effective men and women. When this comes to pass, all subjects and all school activities will be merged in a common purpose, the teachers will be unified upon the plane of this common purpose, and the pupils will be the beneficiaries. All teachers will then be specialists in English for the very sufficient reason that they will yearn to have the boys and girls become proficient in the use of the language, not alone for scholarship, but, also, for citizenship.

**The sabbatical year.**—It is hoped that the time may soon come when the sabbatical year will be an established fact in our school policy and practice. Such a practice will contribute to the well-being of the schools as well as of the teachers. When that time comes it is no less ardently hoped that many high-school teachers who are now such devoted worshipers of their specialties may deem it both wise and expedient to detach themselves from academic concerns for the entire year and devote the time to people instead of subjects.

Such teachers will do well to espouse some form of settlement work during their year of vacation. There they will discern the heart-beats of real life and learn many lessons that will stand them in good stead in their subsequent dealings with young people. They may not win so many degrees but they will make large gains in altruism, in "aptitude for vicariousness," in a profounder sympathy with humanity, in spiritual and mental reach, and in the qualities that make for leadership.

## CHAPTER XIV

### EXAMINATIONS

**The question-and-answer method.**—So long as the question-and-answer method obtains as the major feature of the class-exercise so long may we expect this same method to be prevalent in examinations. The teacher who conceives education to be a bartering of questions for answers will not easily or readily become detached from this conception when the time for examination recurs. He may have read that this method is archaic, that it smacks of medievalism or, possibly, of ecclesiasticism, or that it is not in consonance with the later developments in the educative process, but, none the less, he continues to use the method in his practice for the reason that it is a habit of thinking with him and such habits are not easily eradicated.

He argues that this method has been tested by years or centuries of experience and that such is the final test of all mundane things, thinking, apparently, that whatever is is right. The fallacy of his arguments lies in the fact that it excludes the possibility of any other method. Time has tested the efficacy of the sickle in the successful

harvesting of grain until now this implement is invested with well-nigh poetic significance; but, in spite of this, the modern harvester has preempted the grain-field. We may extol the sickle for its achievements but we supplant it with a better means of harvesting the grain. Tradition is unavailing in a harvest-field.

Since this method has grooved into a habit of thought any deviation from this mode of procedure will produce a wrench in the minds of superintendents, principals, teachers, and others who are charged with the work of examining. But, if there is a better plan, then it were better for these examiners to suffer a wrench than for the schools to be deprived of the advantages of the better plan. In educational matters, our practices often lag behind our theories and this is conspicuously true in the matter of examinations.

**The method abrogates the teachings of psychology.**—The theory, as enunciated by profound scholarship, is that the work of the school should attach itself to the native dispositions of the pupils; but our method of examinations would seem to depart widely from this theory. Indeed, the examiner often does violence to the theory by his method of testing for a knowledge of the theory in the examination.

The conception of the high school assumes agreeable and profitable occupation for every member

of the organism. The activities of all members should be adapted to their powers, aptitudes, and inclinations. Every individual should be busy with tasks that will make the most of his individuality and enable him to make the largest possible contribution to the well-being of the school as a whole. What the school can do for the pupil is measured by what it can help him to do for himself and for the school. In the school there is a wide diversity of capacities and interests and there needs to be a strict assessment of values in respect of all these in order to secure a harmonious and unified blending of all these elements as contributing factors in school progress.

The high school is a constructive agency. In its primary purpose we find a previsioning and a predetermining of better things to come both for each individual and for the school itself. By promoting the growth of each pupil it strives to promote its own growth and efficiency. To this end it would utilize, to the full, all the possibilities of each individual. It would afford full scope for right expression on the part of each individual and so justify itself as a working democracy.

**Synthesis in examinations.**—Seeing, then, that the school is synthetic, in its very nature and purpose, as has been somewhat fully set out in a preceding chapter, every activity should be based upon this fundamental conception. The pupils are so spa-

cious in their tastes and so omnivorous in their desires that they are especially susceptible to synthetic influences. The resiliency and adaptability of their natures render them innately averse to the fixed, the formal, and the stereotyped. Pupils have a right to freedom and joy in the performance of proper tasks. The blacksmith, the carpenter, the farmer, and the house-wife, in the larger democracy, sing as they do their work because their work is constructive and gives opportunity for self-expression.

Consideration of the examination as a phase of the school regime affords a large opportunity for casuistry. Teachers are not, as yet, fully agreed as to the objective purpose of the formal examination. Some seem to regard it as a sacrosanct institution, that has been handed down by the educational Fathers and is, therefore, immutable and inviolable. Others, with lofty insouciance, esteem it an exponent of tyranny. The pupils, themselves, very often regard it as a species of bullying on the part of a capricious teacher.

**The examination as a penalizing process.**—There are teachers who advocate the examination in their own interests. Their claim is that it affords them protection against the charges of prejudice, favoritism, and injustice; but this view seems to beg the question entirely. If no better warrant for its existence than this can be adduced, then the sooner

it is banished the better. No activity of the school is to be tolerated if it benefits only the teacher. In some schools, the examination, in its present form, is a sort of penalizing ordeal serving to make unpleasantly conspicuous many pupils who are already discouraged almost to the breaking point.

Discouragement is a baneful influence and is ever to be deplored. To obviate discouragement is a task that is worthy the best efforts of the teacher and the school. The plan in vogue in many schools of excusing pupils from examination as a reward for fidelity and diligence is based upon the agreeable assumption that all pupils are equally responsible for results because of equal endowments and equal opportunities. Over against this assumption is the grim fact that they are not all equally endowed and, because of this fact, have not had equal opportunities. Some of these may not have understood the teaching but were too timid to reveal this fact; others may have received too scant attention in the class-exercises; and others may have been handicapped by some physical infirmity. Their opportunities are not equal simply because they all sit in the same room.

Did the plan not carry the implication of penalizing the pupils of these classes, it might not seem so subversive of the principle of democracy. But those who are not thus excused cannot rid themselves of the notion that they are the victims of

invidious class distinctions and become discouraged and resentful accordingly. It would seem possible to devise some plan by which the democratic principle would be conserved; by which every pupil could be tested as to all the elements that constitute effective effort; and, at the same time, preserve the equanimity of every pupil and give him a hopeful view of the entire school situation. If the pupil sits in the examination in a sort of spiritual straight-jacket his work will not show forth that expansiveness and buoyancy of spirit that should characterize all high-school activities. Their very looks, in such an ordeal, are enough to discourage the continuance of the plan. These pupils are not sullen by nature, quite the reverse. So it seems evident that some one has failed to attach this particular school activity to their native tendencies.

**Stereotyped examinations.**—Again, it is to be noted that the proverbial ten questions that appear upon the blackboard may represent the personal bias of the teacher. To the teacher they may seem altogether pertinent and clear; but, to the pupil, they may seem technical, ambiguous, or irrelevant. But there they are as inflexible as adamant and the pupil has no choice but to take them or leave them, while the sword of Damocles hangs suspended above his head. In such a situation truth does not present to the boy a specially alluring mien. In-

stead of a flower-bordered pathway that leads to realms of delight, it seems to him a sort of back-alley escape from Tophet. He is even sufficiently adventurous to hazard a guess as to what is in the teacher's mind in the hope of averting unpleasant consequences.

Such a procedure seems to be an attempt, futile though it may be, to reduce all pupils to the standards of the teacher, with little or no recognition of their individual qualities or native tendencies. A hundred questions might be asked, but the pupils are limited to these ten and no options permitted. The ten questions, moreover, may be dictated by the personal bias or native dispositions of the teacher. It is not to be wondered at, therefore, that many thoughtful teachers find this method somewhat repellent and will cordially welcome a more humane plan that will conserve the interests of pupils and, at the same time, exemplify modern educational theories.

**Another definition of education evolved.**—If we subscribe to the dictum that education is the process of fitting the individual for effectual relations with his environment, we have, at once, a guiding principle for all plans that relate to school work, including the examination. Every study pursued is a part of the pupil's environment and, if we hope to make his relations to the study more effectual by means of the examination, then, in the

nature of the situation, the examination must articulate itself with his native interests and thus help to accentuate his individuality. Such a plan enables him to body forth his accumulated knowledge of the subject and this, in turn, gives an impulse and an impetus for further investigation. In short, this sort of expression reinforces and deepens his impressions, and, in consequence, his relations with the subject are far more effectual by reason of the examination. Every examination should be of such a character that it will increase the pupil's interest in the study.

It seems altogether feasible to evolve a plan of examination that will attach itself readily to the pupil's native instincts, give scope for the exercise of his initiative, afford free range for his ingenuity, promote the development of his individuality, test his general intelligence, smile approval upon his resourcefulness, and give full recognition to his powers of synthesis. Such a plan will make a strong appeal to the pupil. He enjoys a contest if he is permitted to use his own weapons and contend on his own ground. He is quite willing to have his mettle and his prowess tested if only he has a voice in promulgating the rules of the game. But he instinctively balks at the role of a mercenary. In his own armor and his own territory he deems himself fully equipped to take a fall out of the world, including his present environment. He yearns to

achieve and thinks it some what inglorious merely to escape penalty.

**Short-sighted examiners.**—Teachers, both in the college and in the high school, have been known to indulge in something akin to exultation over the large number of failures in their examinations, not realizing, apparently, that these failures were a grave reflection upon the character of their teaching and, also upon their examinations. In theory, the examination is prepared for the average pupil, but since there is no average pupil, the theory falls to the ground. It is quite impossible to average people. There are differences in ability among pupils, to be sure, but the school is not organized upon the principle of the survival of the fittest however strongly the prevailing type of examination may suggest such a conception. Rather, the school is organized to give to every pupil the highest possible degree of fitness in some activity that will promote the well-being of society through him. There should be no burying of even the one talent under any melange of school theories or practices. Sad, indeed, is it to see a pupil pushed over the cliff and the teacher smiling at his discomfiture.

**Modification of the formal examination.**—If the formal examination is the only plan, or even the best plan, by which to assess the achievements of the pupils and to estimate their progress in as well

as their attitude toward any given study, some method is certainly possible that will afford opportunity to every pupil to display the maximum of his capabilities; and more than this wisdom does not ask. There is no common standard by which to grade either members of the community or pupils in the school. If the blacksmith, the physician, the minister, the farmer, or the pupil is doing worthy work and is making progress he should be commended for his efforts and given a hearty God-speed. The purist and the technician will look askance at any such method, of course; but we can better afford to do violence to the stereotyped prejudices of such as these than to the best interests of the pupils.

**Synthetic examinations.**—If the synthetic were to supplant the analytic in examinations, they would lose something of their terrors and be all the better for the loss. Instead of asking pupils to solve problems in an examination in algebra, we can ask them to formulate a given number of problems embodying the principles we are reviewing. Such an exercise will test their progress in the subject quite as effectively as the solution of problems and they will have larger freedom and buoyancy in the process because it gives opportunity for the exercise of their initiative and constructive tendencies. It appeals to them as a fascinating game rather than a task, for the very good reason that they are

largely planning their own work and working out their own plans. The grading of papers will not be so easy, but no real teacher ever consults his own ease when the interests of his pupils are at stake.

This same general method applies with equal force and facility to other studies. In the work in literature, whether poem or play, we can readily discover their preferences as to characters, and scenes, their feeling for poetic expressions, characters discernment, rare epigrams, beautiful figures, and words of special significance. In short, we can cause them to discover themselves to us through the medium of the poem or play and, at the same time, give them an encouraging impulse toward further and even more intensive study of the production.

**Memory tests.**—It is to be deplored that examinations in history test merely for memory, and not for judgment, attitudes of mind, personal preferences, and breadth of historic outlook. Indeed, teachers of history, as a rule, are constantly enjoining their pupils to remember facts and dates against the time of examination. Such teaching would seem to demand the services either of a physician or a chaplain. We should encourage our pupils to know their history and not merely remember, and so use it as unconsciously as they do their hands. The examination can then test for usable knowl-

edge, for their estimate of events as to their bearing upon civilization, and their preferences among presidents, statesmen, leaders in war or peace, inventors, benefactors, and writers—with reasons for their preferences. Such an examination does not depress, but, rather stimulates.

We shall not attain to this higher plan of rational examinations in the schools until those who are charged with the responsibility of examining teachers shall have blazed the way and shown the teachers how it can be done. If these agencies will but shift from the analytic to the synthetic method this plan will soon take its place in the practices of the schools.

## CHAPTER XV

### SCHOOL ACTIVITIES

**Restatement of meaning of studies.**—In the high-school democracy the studies are the nucleus and the nexus around which and by which the members of the organism are conjoined. These studies form the common plane upon which the pupils live together as members of the community and the common interest that animates and unites them. But, important as these studies are, they are not to be invested with that paramount importance that extremists would attach to them. They are chiefly useful in affording a basis for effective living during the high-school period.

At best, these studies can be but beginnings, while the years the pupils spend together in the school are integers of real life. No one can effectually claim that the high school produces historians, linguists, scientists, artists, or mathematicians. It does establish tendencies in these directions and it does stimulate aspirations toward these various goals, but it does not give forth finished products. In its primary function the high school is a laboratory of citizenship and only incidentally of scholar-

ship. We expect our pupils to work at their tasks with diligence and fidelity for such work is the hall-mark of good citizenship.

**Knowledge is not power.**—In a word, if by some fiat, all the facts of the books could be transfused into the minds of the pupils, it would avail but little, for, as the poet says, “the deed is outdone by the doing.” The studies are the warp and woof of the school regime whereas the life of the school forms the woven pattern, and this pattern is the real exponent of the school life. If, as we are told, pupils learn to do by doing, it is certainly emphatically true that they learn to live by living, and, so, the life of the school becomes of first importance.

In this view, what they do becomes less important than that they be kept busy in activities that serve to promote the well-being of the school. In brief, it were better for the pupils that their mere scholastic attainments should be deleted at the close of the school period than that their gains in the art of living should be eliminated. Their life in the school is of more value to them and to society than the mere acquisition of knowledge could possibly be apart from their school life. This view will not receive the ready sanction of the strict constructionists who regard the class-room work and its allied activities as the all-in-all of the school regime, and all else as extraneous or incon-

sequential. But the time must come when teachers and parents will be emancipated from this restricted conception of the high school, and will see in it a time and an occasion for utilizing all the resources of every pupil to the end that life for each pupil during the high school period may be on a higher plane and more abundant.

Another poet has said that "life is more than fruit or grain" and yet, in spite of the poet, we are wont to lay emphasis upon the fruit and grain as represented by the mechanical and academic phases of the school work. A bit of introspection might readily bring to mind the words of Scripture, "Ye pay tithe of mint and anise and cummin, and have omitted the weightier matters of law, judgment, mercy, and faith; these ought ye to have done, and not to leave the other undone." Many teachers applaud the oft-quoted statement that school is life and not a mere preparation and then, in their practice, do their utmost to prove the statement wrong. If we are to make the school a coherent and homogeneous whole, we must make our practice square with our theory that the primary function of the high school is to produce citizens and not mental acrobats.

**Pupils learn from one another.**—Without fear of successful contradiction, it may be said that pupils learn more from one another in the things that make for successful living than they learn from

their teachers and studies combined. We, as teachers, would like to indulge in the flattering unction that we are quite indispensable and that, without us, there would be no learning; but philosophy, pedagogy, and the facts all oppose this view. The teacher is mainly useful in creating situations and, in this work, is of far-reaching importance; but many teachers need to revise their notions as to their own importance in the way of generating and fostering the wholesome life of the school. The pupils, themselves, do that, in the main, and very often in spite of their teachers.

The school, therefore, is the melting-pot in which are fused all the constituent elements of healthy and healthful life in the organism. This view must obtain before we can evaluate, with nice and just discrimination, the various and varied activities of the school. If we but had the wisdom and the perspicacity to determine what things are major and what minor in all that makes for right living in the school we would probably find it necessary to reconstruct and readjust many of our plans and policies. The teacher of algebra, to illustrate, would fain believe that his study is one of the bed-rock fundamentals and would scarce be able to conceal his impatience at any suggestion to the contrary. His proximity to his study renders him incapable of seeing it in perspective. He is merely myopic and what seems major to the pupils may

seem to him either minor, or negligible, or, at best, irrelevant.

**The larger view of school work.**—In such a circumscribed view of the school order there is no clear, far-reaching, and intelligent concern in the great sequence of events which avail in the production of efficient citizens. Such a teacher finds his counterpart in the worker in the factory who makes but a single part, knowing and caring but little for the product complete. The jaded palate can not make fine assessments of delicate flavors, nor can the jaded and biased specialist estimate, at their full value, the many unacademic activities in their influence upon the life of the school.

If the boy can find and readjust himself more readily in the school orchestra than in the class in algebra then, so far as the effectual relations of that boy to the school are concerned, the orchestra is of more value, for the time being, than the algebra, even though the teacher may look upon the orchestra as a minor or an incidental phase of the school. We have only to consult our own experiences to realize how often the incidental has come to take a major place in the scheme of life. Indeed, if we should tabulate the experiences in our lives that have made the most lasting impressions, we would find the list made up largely of incidentals.

A boy, who was irritated almost to the breaking point, by the exactions of the regular school routine,

was found to have decided aptitude for drawing and, by means of that activity, was won back to complete harmony with the other studies, his teachers, and the school. Hence drawing became, for the nonce, to that boy the most important study of the curriculum, because it led to his redemption and restored him to the plane of harmonious living. In like manner any one of the many school activities may assume a major position in promoting the well-being of the school, and wise is that teacher who can use these activities to that end.

**School athletics.**—Rightly conducted athletics may be made to serve a useful purpose but there is deep concern on the part of school officials as to what constitutes the right conduct of this activity. Many expedients have been resorted to in an effort to solve the problem, but no very satisfactory solution has been found. Certain it is that many abuses have militated against high-school athletics as an effective agency in promoting the highest interests of the school. Nor can all school officials be held blameless in the matter. The win-at-any-cost pressure has been too great for some of them and they have compromised with their inner convictions. Living up to the letter of athletic rules and regulations they have, none the less, through some ruse or subterfuge violated their spirit.

Some schools support a player, in whole or in

part, ostensibly to afford him the privileges of the school but, in reality, because he is an effective athlete and helps to win the games. If, through any cause, the expertness of this player should suddenly wane the altruism of the school would probably evaporate. Such a situation is both fatuous and farcical. The opposing team fully appreciates the exact status of this player and discredits the moral standards of the school that supports him.

According to athletic rules pupils must attain so-called passing grades as a prerequisite for participating in the game, and teachers are often subjected to intense pressure from sources both inside and outside the school. Some yield to this pressure and those who do not are often made to feel that they have been guilty of disloyalty to the school. In many instances, it may be averred, the good player has received the benefit of the doubt. Moral standards are often prostituted to mercenary considerations and the anxiety to win has its source in questionable commercial transactions. In regard to the moral phase of athletics in many high schools, there seems to be a tacit understanding that the less said the better.

**The ethics of athletics.**—Coaches are subsidized under the specious pretext of increased salary for increased work. But many regular teachers devote quite as many extra hours to their work as the coach, and no mention made of an increase of salary.

Moreover, tribute is levied upon these teachers in support of the team and woe betide the one who has the temerity to refuse. Such a teacher becomes the victim of unsavory epithets if not of ostracism. We are frequently reminded that Waterloo was won at Eton with the implied assumption that Waterloo was a necessity. If we were attempting to prove that, in our athletic activities, the end justifies the means, the Waterloo illustration would hardly pass muster, especially at a peace conference. It would be far more pertinent to inquire whether the activities on the athletic field have had the effect of larger yields of corn and wheat on the farm.

Over the assemblage of athletic trophies that adorn (or disfigure) many a high school we might well erect the motto *Cui Bono*—to what good? Is the game worth the candle? Are we getting value received for the great expenditure of time and vitality? Is the tone of living in the high school elevated by athletics? Are the young people better and more efficient citizens because of their athletic activities? Do the athletics of the school promote the physical well-being of all pupils or only of few? Does the strenuous life of the athletic field jeopardize the health of any of the participants? Are wise precautions taken to see to it that only the physically fit are permitted to enter the contests?

These questions are propounded, not in any critical spirit, but in an effort to discover, if possible, the merits and demerits of the entire athletic situation. The subject is a perplexing one and all the more so because athletic contests are so deeply enmeshed in the social consciousness, that the school official who would propose to annul high-school athletics would find himself going counter to public sentiment. If there were any inclination to inveigh against athletics as one of the conspicuous school activities, it were easy to produce a formidable array of facts and figures portraying accidents, broken bodies, and deaths. However, all that is sought in this connection is to bring forward the case for adjudication.

**Physical training.**—A somewhat recent issue of *The Journal of the American Medical Association* has an article which bears upon the general subject as follows:

“We are glad to note a spirit of protest in various parts of the United States against all forces, social and athletic, which tend to deteriorate the American boy (or girl) at the adolescent age of the high-school period. One health officer has recently made a public announcement that proper exercise in a well-equipped gymnasium, under the guidance of a trained instructor, is good for one, but that competitive athletics, requiring most strenuous exertion, long and tedious training, and self-denial, is posi-

tively bad for any one before full development, and that all such overacts tend to impair the keenness of the mind and interfere with school work proper, as well as to injure the body. The competitive interscholastic games which require great physical exertion and mental tension should be done away with and a good gymnasium, under the direction of one trained in physical culture, should be provided and work according to the condition and need of each pupil assigned. We agree, further, that mild and well-timed athletic exercise and occasional social functions will tend to relieve the monotony of school life and invigorate body and mind; but over-indulgence is likely to be detrimental."

If athletic sports, as now conducted, are inimical to the welfare of the school, then the wisdom and patriotism of all officials and friends of the school should combine in an effort to bring about such modifications and restrictions as will safeguard the school interests. Nothing should be countenanced or tolerated that tends to vitiate the life-currents of the school, for what the life of the school is the life of the larger democracy will be when these pupils take their places as factors in its activities.

**Other activities.**—There are many other activities which the school may nurture with profit because they attach themselves readily to the aptitudes and inclinations of the pupils and so become

vitalizing agencies in the school life. Some of these are of wider scope than athletics even though they may not have received such conspicuous recognition. These may be made to pay large dividends upon the time and effort expended by the teachers in fostering them. Pupils of high-school age are acutely sensitive to suggestions and readily initiate new movements if only the credit for the innovation accrues to themselves. They are zealous, energetic, and tireless in executing plans that emanate from their own thinking. All they need is a mere suggestion and their invention is broad awake.

Such being the case, the teacher's opportunities for stimulating the right sort of school activities are essentially unlimited. To do this with success requires a high order of leadership. This sort of leadership is never obtrusive, never mandatory, but always kindly and persuasive. The real leader never arrogates to himself superior knowledge or wisdom but ever seems to be seeking light. Such a leader never exhibits impatience or petulance but, with fine mental dexterity, edges about among possibilities until the end is gained and then firmly disclaims any credit for the achievement. Such leadership merely reveals to the pupils their own aptitudes and possibilities, but does it with such tact and delicacy that they are made to feel that the discoveries are their own.

**Musical organizations.**—The supreme achievements of such a leader are compassed by indirection. For example, she quietly wonders, in the presence of a group of pupils, as if the suggestion had just occurred to her, whether there are enough pupils in the school who sing to form a glee club, and, then, continues her work as if the glee club idea had been but a fleeting phantom. But, within the hour, she receives a list of the singers of the school with their classification and the glee club soon is an established fact—with all the credit of its organization belonging to the pupils. Furthermore, since the glee club came into being at their behest, they will see to it that it does not decline. In the same unostentatious way, this teacher provides a place on some program for the singers and so furnishes an incentive for increased zeal and perseverance.

Taking their cue from the glee club, other pupils organize a mandolin club or an orchestra and so the quiet suggestion of the teacher continues to ramify. A generous rivalry is the natural result of the duplication of musical organizations and all members become assiduous in their desire to excel. With such wholesome activities forward in the school, the chances for vandalism and insubordination grow increasingly fewer, for the adolescent energy is flowing forth into better channels. Nor has the teacher any occasion for apprehension as

to any abatement of fidelity to regular tasks. On the contrary, the deeper the interest in any one phase of school life, the deeper the interest in the general welfare of the school.

**The resourceful teacher.**—Intelligent directing of school activities presupposes a somewhat intimate knowledge by the teacher of the aptitudes and native dispositions of the pupils, but the teacher who is so wholly immersed in his own subject as to be oblivious to the heart-beats of the school will not sense these aptitudes and tendencies and so is not competent to stimulate such activities. If a bird club is desirable, the pupils who are leaders in the way of bird lore will form the nucleus of the club and effect the organization. A dramatic club can be evolved in like fashion, but the teacher must first discover what pupils have dramatic inclinations. In some schools such aptitudes have remained unknown to the teachers for years, and the life of the school suffered loss thereby. In one school a boy had pronounced musical and dramatic ability but the teachers did not make the discovery until his final year.

When such talents are permitted to lie fallow, teachers are at fault and the school can not hold them blameless. The teacher of art ought to be able to discover what pupils are available for a sketching club or a camera club. Indeed, it is quite within her province to crystallize such talents

into a working organization and give inspiring direction to the activites, providng stimulating incentives. In one large high school there is an art club and a majority of the pupils are members. Through the activities of this club the school is richly adorned with high-grade pictures and the pupils have all the glory and joy of achievement. The pictures are their pictures, and, therefore, the school is their school and not something detached from them.

**One school cited.**—In one school there is a German club, a French club, and a Spanish club. At the regular meetings only the language of the club is spoken and the program concerns itself with such matters as will give a wider outlook upon the civilization of the people whose language forms the basis of the club. A Latin club has been known to do such intelligent research work as gave surprise to the teachers. The history club and the science club will inevitably reinforce the work of the classes and will often discover material that is of great value. The magazine club and the current events club render pupils alert and responsive to current literature, while the debating club stimulates excursions into all literatures. Interscholastic debates are performing a large service for the schools in the way of stimulating interest in public speaking.

**School credits for home work commented on.**—Whatever may be said either for or against the plan of giving school credit for home work, it is undeniably true that pupils should receive more credit for promoting the healthy and happy life of the school than for splitting kindling or milking cows, however desirable and important those functions may be. In these personal employments there may be some danger of encouraging scholastic mendicancy, but, in these school activities, every pupil is working with and in a group whose efforts tend to promote the life of the entire school. The aptitudes of all the pupils in their particular lines, whether music, debating, art, or nature are deposited as assets of the school which thus becomes the beneficiary of all their achievements.

**The need for variety.**—The resourceful principal and teachers will find the pupils ready to respond to their suggestions at all times, but they crave variety. What they enjoy today may pall upon them tomorrow. Life is not static and these young people represent life. Hence the teacher's work in connection with school activities is a continuous process. If there is a school paper it is not enough that one teacher is appointed to act as censor or sponsor. The paper will not fitly represent the school unless every teacher in the corps displays a sympathetic interest in its progress. High-school

pupils will brook no patronizing attitude. Hence the interest must be genuine. The school paper is often the supreme test of the teacher as well as of the pupils.

**Community center work.**—These activities maintaining a vigorous life, community center work in the school may become well-nigh automatic. The various organizations may be charged with the responsibility of furnishing programs for their parents and friends and they respond with alacrity. The high school that is accounted small has versatility sufficient to give profitable and inspiring programs and the entire community will soon come to anticipate these evenings with eagerness. In one school, such programs brought patrons to the school so often that now they need no set programs to lure them but come of their own volition. The building is open six evenings each week for two and a half hours, and hither come business men, professional men, and workingmen with their wives and children. They all avail themselves of library and reading-room facilities. Some of the men use the manual training equipment and the women the sewing-machines in the domestic science department.

**The social aspect.**—This condition is a natural outgrowth of wisely directed school activities. When once the parents become fully acclimated in the building, and are made to feel that it belongs

to them, they not only absorb the life of the school but also give back to it the best they have in the way of support and co-operation.

This chapter will conclude with a quotation from *School Science and Mathematics* as follows:

“Many teachers are of the opinion that they have nothing to do toward improving the general social condition of the town in which they live otherwise than by exercising their influence in the class-room, and in the school with which they are connected. A mistake is being made by those who believe this. The secondary school teacher, especially, is eminently well equipped to be able to do outside work which will add tone to the general standing of the community in which the teacher lives. There are many side issues which can be indulged in. There are various forms of clubs which the teacher might promote, bringing to bear his knowledge of the particular subjects which he is teaching. Teachers really owe it to the community to get busy in some phase of social, charitable, or philanthropic work. Many will say that they have no time, but for the energetic, live, wide-awake instructor there will be plenty of time in which to devote some of his knowledge to the betterment of the community in which he is living.”

## CHAPTER XVI

### SOCIALIZATION

**The term defined.**—Socializing school work is the process of inoculating the school with the spirit and with the constructive interests of the larger democracy. The agencies in this process are the pupils under the sympathetic and intelligent guidance of the teachers. The prerequisites for this kind of guidance are an alertness in sensing the spirit of society and a somewhat comprehensive knowledge of its major interests. Through this process the relations of the two democracies become reciprocal in that there is, through their common interests, an interflow of life between them. In brief, the social consciousness and the school consciousness coalesce and, hence, the school and the community come into a fuller realization of the common interests that unite and animate them.

The boy who comes into the school imbued with an interest in agriculture may bear back to the community, enmeshed in this interest, a knowledge of botany, chemistry, geology, physiography, meteorology, and even of Latin. It is quite conceivable

that the pupil who has an interest in agriculture will find this interest expanding, under the stimulus of the school, until it shall have compassed the reading of the *Georgics*. One of the chief functions of the school is to interpret, organize, amplify and intensify the constructive interests of society. The boy's interest in agriculture is greater and more intense when it becomes freighted with a knowledge of these related sciences. It will bear repeating many times that effective teaching begins with the pupil's knowledge and not with his ignorance. We need to remind ourselves constantly that real teaching attaches itself to the pupil's native interests. The teacher's large problem is to discover these interests.

**Behind the mask.**—Preceding and conditioning any substantial progress in making the school social there must be concerted and persistent efforts on the part of teachers to penetrate the school masks that pupils make for themselves, with the aid of their teachers, to shield their real selves from too close scrutiny. The wearing of these masks seems to be a habit, nor will force avail to remove them. To account for these masks is a task of no mean proportions or significance. Back in the history of the school, somewhere, pupils came to look upon the teacher as an adversary rather than a confederate and the conception still persists. Now and then the real boy breaks through his mask

and reveals his elemental nature but is brought to book so severely for his stark honesty that he learns discretion if not wisdom and, thereafter, reserves the revelation of his natural self for the playground or other places beyond the ken of the teacher. He finds it more comfortable to hide behind his mask than to become subject to the teacher's unsympathetic attitude toward his real self.

**The real pupil.**—Strange as it may seem, it is still lamentably true that many teachers are attempting to teach idealized or mythical pupils instead of real ones for the simple reason that they do not know how to find the real ones. Such teachers read of Jekyll and Hyde but seem not to know that the story has emphatic exemplification in their own class-rooms. If they could but lure their pupils out from behind their masks and see them as they are the teaching would take on a different cast. The boy knows whether it is Dr. Jekyll or Mr. Hyde who is sitting in the class and smiles at the teacher's complacent ignorance of the fact that he is capable of a dual role. He discovers himself to the teacher only when he feels that it is safe to do so—only when he feels that the discovery will not produce discomfort. In the presence of the teacher whose unit of school work is the class and not the individual, he is quite willing to merge his individuality in the group and

lose his identity as an individual. This he does solely on the score of comfort.

**Work with the individual.**—A very competent and successful principal says his chief difficulty is to induce teachers to make a careful and sympathetic study of individual pupils. He says, further, that he is often unable to determine whether teachers are unable, or unwilling, to make this kind of close study. Certain it is that teachers have departed from his school at the end of their first year because of failure in this respect. This principal is emphatic in his assertion that a knowledge of pupils as individuals is fundamental, that teaching is a retail process and not wholesale. Whenever the teacher realizes that the boy in front of her is a person and not merely an object she has made a long stride forward towards success in teaching. The teacher who does not note the absence of a pupil until she has scanned the class-roll evidently regards pupils as objects and not persons. A person would certainly be missed from the class without the aid of machinery.

**The pupil a person.**—Just as soon as the teacher feels the pupil to be a person, so soon does she invest him with the constituent attributes of individuality and differentiates him from all other members of the group. No longer is he a mere blur in her thinking but stands out like a cameo, clear in definition, sentient, vital, potent. There is no

further need to consult the class-book to discover his absence for she misses him as soon as the class convenes and his absence produces a poignant regret. She had definite plans for him today that are frustrated by his absence. Nor is she composed until she has discovered the cause of his absence with all the accompanying circumstances. She can not confuse this pupil with any other for she has studied all her pupils with such minute care that they stand wide apart in her thinking and each one has distinct and distinctive qualities peculiar to himself alone.

**The sympathetic teacher.**—The teacher who is endowed with such sympathetic interest in her pupils as enables her to attain to this close proximity inevitably gains much information touching their individual experiences that stands her in good stead in the class-room. They come to know that she holds their confidences inviolate and so reveal their inner selves to her in the privacy of their conferences. Through such intimacies she makes discoveries as to their home life, their poverty or affluence, their diversions, their plans for the future, their employment of leisure hours, their dominant interests, their relations to churches and other institutions, to other families and to individuals. She learns, in time, what books, magazines, and papers are read in their homes, how other members of the family employ their leisure time, their

vocations and avocations, and the general attitude of the family and neighborhood toward matters educational and cultural.

In a word, the teacher comes to see each pupil in the setting of his family and neighborhood environment, and, in making these discoveries, she approaches more and more closely the real life of the pupil. With such knowledge at her command she adapts her teaching to individual needs, aptitudes, and interests. No longer does she grope in the dark, but does all her work in the lucent sunshine. She makes her plans for individual needs with the same delicate care that the dietitian gives to her patients in the hospital. If one boy is especially interested in athletics she makes athletics her point of departure in her excursions into the realms of truth, whether history, language, or science. She accepts the boy as she knows him to be and strives to expand the circle of his knowledge so as to include the related unknown.

**Interests inter-related.**—The girl who has but a mild interest in Latin but who has a passion for music may have her interest in Latin intensified by means of her music. The teacher has only to ask her to report to the class on the Latin expressions she finds in her musical nomenclature to arouse her to a wider appreciation of the Latin. Members of the family are looking forward to a career for her in music, with but a perfunctory acceptance of

Latin, but when she discovers to them and herself what a large contribution the Latin makes to an intelligent interpretation of musical terms the necessity for the study of Latin becomes more exigent and the Latin no longer seems extraneous or superfluous.

Similarly Latin may be invested with a new significance to the boy who has a bias for chemistry. His interests in chemistry renders him peculiarly susceptible to suggestions touching his favorite study and, when he is asked for a list of chemical terms of Latin origin, he responds with avidity; the results are a surprise and a delight to him; and, thereafter, Latin becomes to him a living language seeing that it enters so largely into the study which to him is altogether vital. The lawyer is galvanized by the request from his son for assistance in making a list of legal terms derived from the Latin. He had thought his Latin was a thing of the past and is agreeably surprised to find himself poring over law books and Latin books, side by side, in an effort to help his son maintain family traditions in his work at school.

**Study of Latin.**—We are told that the study of Latin is declining. If this be true, then it is high time to induct into the schools such teachers as have the ability and the inclination to vitalize, humanize, and socialize the study so as to save it from extinction. If the study of Latin is nothing

more than a post-mortem exercise, it were a vast pity. The language is deserving of fairer treatment, both for what it is, and for what it has done for literature, for science, for other languages, and, through these, for all the learned professions. Law, medicine, and theology have laid this language under heavy tribute, to their own great advantage, and such a heritage is not to be lightly esteemed.

The teachers of Latin in a large high school generated a veritable fever of interest in their study, both throughout the school and in the community, by means of an exhibit that portrayed in a graphic way the relation of the language to botany, chemistry, physiology, music, art, literature, the public press, architecture, medicine, law, advertising, athletics, and a host of other elements of civilization. There were models, posters, drawings, pictures, and letters from distinguished men and women in the exhibit, all tending to emphasize the socializing influence of the language. The sequel of that exhibit was an increased interest on the part of the community, not only in the study of Latin but, also, in the entire work of the school. In the hands of such teachers Latin will not decline.

**The complexity of the social process.**—No one can give serious consideration to the content of the social process without realizing, in some fair measure, its great complexity. The grocer, the miner, the artisan, the physician, the capitalist, the clerk,

the milliner, the editor, the minister, the newsboy, and the public official all move along their appointed ways, without friction, each executing his function in the scheme of society. The interests of all these are present in the school awaiting a hearing. If this hearing is not accorded to them they have a warrant for feeling aggrieved and disappointed. It is the teacher's high privilege to effect a merger of these interests and the interests of the school to the end that the interests of both society and the school may be conserved and amplified.

The fruit-grower whose orchards were cared for by the boys of a city high school, after school hours, had occasion to congratulate himself upon the increased yield of his trees and the improved quality of the fruit, but his greatest dividend was the satisfaction that resulted from this reciprocal transaction. The boys were paid for their services and, so, were gainers both in self-support and self-respect. In time, the man and the boys came to have a sort of proprietary interest in one another and thus the interests of the school and the farm were agreeably merged.

**The cosmopolitan teacher.**—In this connection it must be urged again that, before a transaction of this nature is possible, the teacher must know the farmer, must be somewhat conversant with his needs, must realize the degree of technical knowledge and skill requisite for such service, and must

know how to organize the activities of the school that they may function in such knowledge and skill. In brief, the teacher must be the intelligent intermediary between the farm and the school and so be able to face in both directions. Just here, some incredulous one may ask whether the teacher is supposed to be endowed with omniscience. It will be quite sufficient to reply that what has been described is a faithful, though partial, report of a transaction in connection with the work of West Technical High School, Cleveland, Ohio.

In another city the commercial seniors were delegated to keep the books for shop-keepers in various lines of business as a part of their practical training and acquitted themselves so well that the merchants became ardent advocates of the commercial department and took a personal interest in the advancement of the young people after their graduation. The management, the spirit, and the efficiency of the school were topics of conversation in groceries, offices, and shops of different kinds throughout the city, and adequate facilities for school work were provided without a murmur.

**The teacher and community movements.**—It must be evident by now, that the process of socializing school work must originate in the teachers' knowledge of and interest in community movements. The teacher must take the initiative; otherwise, society and the school will hold aloof from each other. The

teacher must know his pupils and their interests before he can make even a beginning in this process. If he disdains the interests of his pupils, and sits supinely at his desk, wholly absorbed in academic meditations, exculpation will not fall to his lot. The high school is no place for a mere teacher. He must be a citizen as well. Thus as citizen-teacher he becomes the ligament between school and society through which the life currents inter-flow. If his pupils come from the farm, he must know farming; if from the mines, he must know mining; if from trade, he must know commerce; and, if from the factory, he must know manufacture. Otherwise he will stand impotent before his problem.

**The socialized school.**—We shall achieve the socialized school only when each study has been made vital and human so as to attach itself naturally and, therefore, inevitably to the native interests of pupils. Here, again, as always, the teacher is the promoting agency. He dare not ignore the conative dispositions of his pupils, and the empirical element in teaching must be permitted to assert its rightful claim. The teacher, let us say, observes in certain pupils an interest in birds. This interest will readily express itself in the construction of bird-houses. The teacher has but to sense the interest and then create the situation, and the pupils blithely respond. This interest in birds may be expanded till it has compassed “To a

Water-Fowl," Shelley's "Ode to a Sky Lark" and many other great poems, and the formation of an Audubon club will be but a natural sequence.

Domestic science, domestic art, and manual training lend themselves aptly to the socializing process because they attach themselves so readily to the conative dispositions of the pupils. These studies make a wide appeal both to pupils and to their parents and very soon their beneficent influences permeate the homes and manifest themselves in more wholesome and more artistic conditions of living. The members of the family unite in celebrating the advent of a bit of furniture which the industry and skill of the son has produced and the eclat reaches its climax in a product of the daughter's culinary skill. In such a situation the school is a vital part of the social process and is accepted by all members of that family at its full value.

**Socializing the study of chemistry.**—Coincidentally with this picture, mention may be made of a village high school whose teacher of chemistry assigns to the boys and girls such tasks as analyzing food-products and fabrics. These tasks they execute with unabating industry and zeal until conclusions are reached. If these pupils are contemplating the purchase of garments they first analyze the sample in order to determine the real quality of the fabric. If some food-product in the

home is under the ban of suspicion they take a sample to the laboratory and make a test for its purity. The home and the school thus become co-ordinate and the merchants are all made aware that their offerings are under scientific surveillance. It seems well-nigh superfluous to say that the people of that village accord to the work in chemistry in their school supreme adulation.

Incidentally it may be remarked that, in such exercises, there will be no abatement of thoroughness. On the contrary, the pupils will lay under tribute all available sources of information and will delve into the intricacies and niceties of the study in order to gain full confidence in the correctness of their conclusions. The definite problem upon which they are working gives added zest to the enterprise and stimulates a deeper interest as well as continuity of purpose. With such definite problems before them the teacher finds no occasion to enjoin upon them concentration of mind and fixity of purpose for he knows full well that these will come as a natural sequence.

In another school, in the presence of a considerable group of pupils and citizens, a boy gave an exhibition, in careful detail, of the entire process of soap-making. First of all, he showed and explained the nature of the constituent ingredients, and then proceeded to combine these elements, giving lucid explanations of the chemical changes that

were taking place, in the evolutionary process, until, finally, he produced for the inspection of his auditors a bar of soap. The generous applause that attended the consummation of his efforts was indubitable evidence that he had made a worthy contribution to the socialization of that school and, particularly, the study of chemistry.

**The study of history.**—In a preeminent degree history is a socializing study. The movements of society are both social and historical and these two phases of community life may be made to blend under the direction of a skillful teacher. The morning paper teems with narratives of events that are forward in the world and the pupils come to the school surcharged with interest in many of these events. If the teacher has a like interest in these events he, inevitably, attaches the activities of the school to these common interests and the work proceeds apace. If, on the other hand, the teacher has no intelligent interest in these events and accounts them extrinsic, he detaches the class-work from the interests of the pupils and so impedes their progress. The first five minutes of every class-exercise in history may well be devoted to current events in order to develop a point of contact for the lesson proper, and, herein lies the crucial test of the teacher of history.

If the pupils carry back to their homes some data from their history exercise that will clarify

and illumine conversations evoked by the morning paper, the home will acknowledge its obligations to the school and will recognize in the pupil a fortunate medium of communication. The paper is freighted with accounts of elections, inaugurations, legislative enactments, judicial decrees, commercial transactions of vast import, honors conferred, industrial movements, literary achievements, and a host of other matters that reflect the life of society. Dull, indeed, is the pupil who does not carry into the school an interest in one or more of these events and duller, yet, the teacher who fails to appreciate this interest and make it the point of departure in the teaching of history, thus doing the socializing process a grave disservice.

**The study of English.**—It were a work of supererogation to recount the manifold facets in the teaching of English that favor the process of socialization. There is no class-exercise but bristles with opportunities. Here, again, the major prerequisite is a knowledge of the pupils' interests. Lacking such knowledge the teacher is at great disadvantage and moves at random. Having once gained this knowledge the teacher is in full command of the situation and is enabled to give intelligent and sympathetic direction to all the movements. Whether written or oral, the work in composition will attach itself to the pupil's interests, and his advance will be from the known to the related

unknown. His work will not be conditioned by the teacher's prejudices, predispositions, or theories but by his own interests and native dispositions.

The teacher selects books for the pupils with discriminating judgment that is based upon knowledge. Their reading, therefore, is not fortuitous or hap-hazard but proceeds from intelligent direction, is consistent with their aptitudes and interests and is designed to expand those interests. Even in the matter of spelling this teacher consults the interests of each pupil in formulating lists of words. There are words that are peculiar to the interests of each pupil and the teacher's aim is to give intelligent freedom in the use of the nomenclature of their interests. She does not seek to divorce pupils from their interests but to quicken their intelligence and broaden their knowledge and also to make these interests a starting-point for excursions into unexplored realms.

In this process of socialization every impact upon the keyboard in the school produces a response in the home; both institutions come into a completer appreciation of their inter-dependence and reciprocal relations; their inter-play of activities reinforces the vital powers of both; and, by reason of this process, both make greater and better contributions to the welfare of the larger democracy.

## CHAPTER XVII

### THE HOME AND THE SCHOOL

**Critical attitude of teachers.**—It is quite the fashion for some teachers in the high school to indulge in criticisms touching the conduct of the homes from which the pupils come. They maintain that, were the homes all that they ought to be, the work of the school would be greatly facilitated. At times, these criticisms are offered in the presence of the pupils whose homes are the objects of attack. In like manner, the homes frequently arraign school and teachers with marked severity and it sometimes happens that pupils and parents unite in a chorus of criticism that is nothing short of raucous in its virulence.

Waiving, for the moment, the justice or injustice of this critical attitude on both sides, it is but a fair inference that it must arise from a misunderstanding of the true relation of the two institutions. Both the school and the home claim to be seeking the highest good of the young people with whom they have to do. In view of this claim their criticism of each other seems highly incongruous, and the explanation of this condition must be

sought underneath surface indications. At the very outset, it may be asserted that some parents, down deep in their thinking, regard their children, who have come to high school age, as assets rather than liabilities. This parental attitude will go far toward rendering an explanation of their criticism of the school. They have been looking forward to the time when their children would become productive agencies and, when this hope fails of realization, they feel that they have been victims of delusion and censure the school for their discomfiture.

In such a situation, the teacher condemns the attitude of the parent as incomprehensible and foolish without concerning himself with the antecedent conditions. Thus a relation of incompatibility is generated and the home and the school draw away from each other. The teacher feels that, in view of all he is doing for the pupil, the home should show some gratitude; and the parents feel that, in view of all the added expense which the school is entailing upon him, the teacher should show some appreciation of his sacrifices. The primary motive is self-interest and this leads people to magnify their prerogatives. In the case of teacher and parent this may easily lead to a schism.

**Lack of harmony and the causes.**—The teacher's work is onerous and he feels that the parent should at least, refrain from making additions to his burdens. On the other hand, the parent finds the

expenses of the high school cumulative and, in striving to locate responsibility, comes inevitably to the teacher. Such an acute situation brings discomfort to the pupil. He is made to feel that he is the bone of contention and he wonders if the most effective way of cutting the Gordian knot would not be to withdraw from school. Herein lies the tragedy of the affair. He wants to live in harmony with his home and with his school but finds it most difficult in view of the strained relations that are not of his making. In such a coil he becomes bewildered and life takes on a somber cast. He may fulminate against conditions at will, but the situation does not change.

Then, again, many parents can not see whether all this training in the high school is leading and so become impatient. They are accustomed to look for more or less immediate results from expenditures of time and money, and grow restive at the delay. Statistics as to the advantages of education make but slight appeal to them. The father draws his pay at the end of the week and can thus see the results of his labor, but he can not see how the study of algebra is connected with a pay-envelope. The earning of a livelihood for his family is the fact that bulks large on his horizon and he knows of no talisman that will meliorate actual conditions. A holiday gives him no joy since it imposes upon him a curtailment of expenses. He

assents, languidly, to the theories concerning education so as not to seem refractory, but, in reality, the whole affair is a hopeless confusion.

The hard conditions of life have robbed him of any vision he may have had in the hey-day of youth, till now he sits dazed in the midst of rhapsodies on the beauties of poetry, art, music, or nature. Life to him is a bleak, storm-tossed coast barren of verdure and flowers. To him the life of a teacher spells ease and luxury and the things with which she has to do seem inanities. To him life holds out no guerdon save toil, grinding, unremitting toil and, hence, the demands of the school seem importunate. The case of this man may seem extreme, but it is well to remind ourselves that the son or daughter of such a man may be found in many a high school.

**Lack of perspective on the part of parents.**—There are other parents who resent the fact that their children are emerging from their childhood. They would have them remain children with their childish fancies and their dependence upon their parents for all things, including their ways of thinking. To such parents the high school seems to be robbing them of their children. They attribute to the school all the changes incident to adolescence and hold it accountable for the growing independence in thought and action that is, apparently, producing a sort of estrangement between themselves

and their children. To them the school seems a contravention of the home and they seem to think that, but for the school, the home might be what it was. Such parents would make the high school responsible for their inability to thwart the behests of nature.

The mother weeps and the father becomes petulant at the evident inclination of their children to make home a mere convenience, little realizing that this attitude betokens health and normality and that their fealty to home and parents has not abated but that the impulses of a new life are carrying them forth into other adventures. Not realizing all this the parents lay the charge against school and teachers that they are alienating the affections and fidelity of their children. So immersed do these young people become in the manifold activities of the new life that home affairs, to which they have so long been accustomed, recede into secondary importance, for the time being. But these new affairs seem banal to the parents, and even the language of their children seems well-nigh incoherent. The more non-plussed the parents become the more caustic their criticism of the school.

**The home of complex interests.**—There is still another type of home that is well represented in the high school body and that is the home of affluence, the home that is conspicuous in the social

events of the community. The life in such a home is complex and has so many angles that some of these impinge upon the work of the school. Indeed, the pupil often finds himself requisitioned for services that seem diametrically opposed. The school duties conflict with the duties of the home and the parents contend that home duties should take precedence. This leads to embarrassment at school seeing that the teacher takes the view that school duties should outrank all others. A principal once excused a girl from some of her work so as to go home and get a rest much-needed because of her attendance at a reception in the home which continued till one o'clock. A teacher took umbrage at the principal's action, saying that the girl could not afford to miss a lesson.

This girl must needs conform to the demands of life in her home, and, so, could not absent herself from the reception. The reception was the event of the year in that home, and engaged the attention of all members of the family for many days. The reception, itself, was the culmination of a long series of complex activities to which all else was made subordinate. Willingly or otherwise the girl must be subservient to all these activities, even at the expense of school progress. Her teachers, feeling responsible for her success in school work, are inclined to inveigh against such interruptions, while the parents can not, with complacency, brook

any interference with their cherished plans. This situation has many exemplifications in homes of this type and recriminations on the part of both organisms often ensue. The school feels that the home has the advantage and the home feels that the school takes advantage.

It were idle as well as futile to assert that the rights, in such a case, are all with one side or the other. The school is not competent to change, by its fiat, the mode of life in that home; and the home can not expect the school to derange its large plans to suit the convenience of one pupil, or one home. The train does not wait for the man who is the victim of a mishap, but must proceed on its way so as to conserve the interests of the many. The difficulty of the whole relation of home and school lies in the fact that the pupil must conform to the regulations of the home and, in doing so, often goes counter to the regulations of the school and so is caught between the upper and the nether mill-stone.

**The school a composite.**—These typical homes and many others that might be cited epitomize, in a fair degree, the cosmopolitan character of the high school population and interests. In a certain high school there are twenty-two nations represented and we naturally infer that the nationalities in the community number just about the same. In other words, as is the larger democracy, so, in the

main, is the high-school democracy. In the larger democracy we find many people whose business it is to safeguard the physical well-being of the people. These comprise physicians, nurses, inspectors, sanitary officials, officers of charitable organizations, and a host of others, who execute the decrees of all these agencies. The first care of all these is to take an inventory of home conditions as a basis for intelligent procedure. If there is infection in the home, a quarantine is established; and if the food supply is inadequate, this lack is supplied through established channels.

In brief, the well-being of the larger democracy depends upon the proper care of the homes, and, hence, supervision is exercised, as a rightful function, by the larger democracy, not as paternalism, but by way of self-protection. In view of the identical natures of the two democracies, it seems highly important for the high school to sanction and reinforce all the activities of the community that tend to promote its best interests. To do this effectively the high-school authorities must become conversant with the home affairs of the pupils. If teachers can reconstitute the conditions in the homes, their work, in its extra-academic scope, can proceed intelligently and sympathetically.

**Versatile teacher necessary.**—Since we may not have in the high school all the agencies that seem essential in the way of promoting right commun-

ity life, it seems necessary for the teachers to assume, vicariously, the functions of these agencies. It will be subversive of the best interests of society if the physician and the teacher are working at cross-purposes; but, in order that their efforts may run parallel and that the teacher may reinforce his work, she must apprise herself of the physician's mandates with the reasons for their promulgation. In truth, if a closer alliance could be established among all these agencies for conserving the welfare of society, so that they would operate as coordinate and confederated activities, there would be far less lost motion and society would be the gainer.

One needs to hold no brief for the home to appreciate its value as an auxiliary in the high school economy. It is a fact, distressingly patent to all teachers, that the attitude of many homes toward the work of the school is somewhat adverse; but it is none the less a fact that the attitudes are not changed by invective. To apply epithets to the pupil because of some defection in the home does not bridge the chasm. A fair degree of perspicacity on the part of the teacher ought to discover many facts concerning the home that can be utilized in the school in the way of making the pupil's life and work more effective and agreeable.

**The wrong attitude.**—A high school girl was failing in her work. The teacher made some feeble

attempts to discover the reasons but the girl was taciturn and the teacher interpreted this as a protest and then indulged in biting sarcasm, insinuating that, if the girl had given as ardent attention to her work as she had evidently given to other affairs, she would not be conspicuous as the rear-guard of her class. In time, it was discovered that the girl had been both housekeeper and nurse during the serious illness of her mother, and that her haggard appearance was the result of loss of sleep and anxiety. All this the teacher could readily have discovered by consulting the physician.

At the very time when this girl needed a friend, in the sore strait, that she had no power to avert, she failed to find one in her teacher and was made to feel that she was a sort of pariah. If the school is to give credit for home work, such a case as this affords a favorable opportunity. Better, by far, give credit for such noble service as this girl performed than for twiddling at petty tasks that have no educative value. This girl had been concerned with the big, elemental things of life and should have received praise for her filial affection and fidelity. Instead, she received public censure from the teacher who might easily have made discovery of the facts.

**The right attitude.**—Over against this is the case of a boy whose mother was dead and who,

therefore, was housekeeper for his father and three younger children. Because of poverty the father worked from early morning till late in the evening, and so the entire care of the home devolved upon this boy. One day each week he was absent from school to perform the tasks of the laundry, and, at the close of school each day, he hurried home knowing that the children would be anxiously awaiting his return. Surface indications were all against this boy, but the teacher made it her business to get at the facts and life was thereby made more agreeable for him. In some mysterious way, baskets of substantials and delicacies found their way into the little home, no mention was made of his absence on laundry day, he was treated with frank consideration by teachers and pupils, and, when he graduated at the head of his class, he was the recipient of a veritable ovation. Besides, it required the services of the father and the three little ones to carry all his flowers home.

If the teacher has real leadership many opportunities are present for aligning the homes with the processes of the school. Much of this work can be done through the pupils and they are glad to co-operate with the teachers in such a laudable and gracious enterprise. If the home and the school seem arrayed against each other it is clearly within the province of the teacher to find

her way over to the side of the home and so, in time, lead it over to the side of the school. The home has its viewpoint and has a right to it; but the home is quite amenable to reason and persuasive influences and, under the right sort of treatment, can be brought into harmony with the school regime.

If the widowed mother needs the product of her son's industry, and the teacher finds him productive employment outside of school hours the mother will not only become reconciled to the demands of the school but will experience a feeling of gratitude to the school for its ability to see life from her angle. Not only so, but she argues that, if education can do for her son what it has evidently done for his teacher, then she can well afford to exercise more patience as to results. In a word, she is far more ready to accept the work of the school on faith, and co-operate with it more readily and heartily.

What is true of this home is equally true of others, even though their problems are different. It is far better to have the co-operation of the wealthy father than his opposition, and to gain his co-operation is a worthy work for the resourceful teacher. There need be no undue adulation nor any sycophancy. On the contrary, all that is needed is a fair and open setting forth of matters

at issue. To solve such problems as this redounds quite as much to the teacher's credit as to solve academic problems, and the solution of the home problem clears the way for the solution of many other problems that rank as academic.

## CHAPTER XVIII

### MOTIVES IN TEACHING

**The motive of self-interest.**—At the outset, it must be conceded that the motive of self-interest is universal. The stoker in the hold and the captain on the bridge; the maid in the kitchen and the mistress in the parlor; the porter in the lobby and the manager in the office; the clerk at the counter and the merchant at his desk; the boy who carries the telegram and the capitalist who receives it; the chauffeur at the wheel and the owner in the tonneau; the laborer in the mine and the millionaire on the boulevard; the prisoner at the bar and the judge on the bench; the charwoman at her task and the woman of fashion at the ball; the beggar at the door and the woman who dispenses alms; the peasant in the field and the ruler in the palace; all these are actuated by the motive of self-interest.

These anthithetical details are set out by way of emphasizing the fact that, in the larger democracy, we encounter the motive of self-interest at every turn. It must be evident, therefore, that this same motive obtains in the smaller democracy, see-

ing that it is an integral part of the larger. This self-interest is not restricted to the accumulation of money, by any means. Primarily, of course, it has reference to food, clothing, and shelter; but it may extend far beyond these limits. It may include fame, reputation, social position, official position, leadership, and many things of greater or less import. Normal people all have aspirations and these aspirations give direction to their interests. Self-interest may be deflected, of course, and made to merge into what are known as the higher motives, but in all our dealings with people, whether old or young, we are safe in assuming the presence of self-interest.

**Self-interest in school work.**—Why should a boy give the paradigm of *volo*? Must he give it merely because the teacher requests or commands him to do so? Must he give it to escape low marks or some other form of penalizing? These questions naturally come to the mind of the boy, whether they occur to the teacher or not. In society we do not hold a man in high esteem who pursues a course of conduct merely to evade punishment. It is self-interest, to be sure, but we account it a base form of self-interest. What is true in society is equally true in the school. The teacher explains that, in the years to come, this knowledge will be useful to him; but to the boy this is sheer sophistry. The man whose lawn he mows might explain, in like

manner, that the half-dollar that is due him for his services will be useful to him in the years to come and, therefore, he will withhold his pay until those years have elapsed. Both explanations seem equally illogical to the boy.

Unless the teacher can evolve an explanation that will make a far stronger appeal to the boy, she ought to excuse him from the paradigm and plead guilty to lack of ingenuity and resourcefulness. Indeed, if that is the best she can do in the way of explaining her specialty, the boy should be excused from the study of Latin altogether, and be permitted to devote his time and talents to some study whose immediate and ultimate value can be made more evident. The boy wants to know and has a right to know both what he is doing and why he is doing it. A boy shrinks from snow-drifts as mere producers of health and strength, but he will struggle through snow-drifts for hours in pursuit of a rabbit. It would seem that a teacher with even a fair degree of ingenuity ought to be able to find some rabbit that will lure this boy, joyously and courageously, through the drifts of *volo*.

**Attaching work to pupil's self-interest.**—The teacher's *ipse dixit* is not sufficient, and the teacher who must resort to mere authority does not raise either herself or her subject in the estimation of the pupils. There ought to be some way discover-

able to make every subject in the school attach itself to the pupil's self-interest on the positive side. It may seem a far cry from the study of Latin to the desire to be a blacksmith, but Elihu Burrit was a blacksmith and studied not only Latin but many other languages. The appeal to authority represses the pupils, whereas the setting up of motives causes them to expand. The slave-driver did not need to concern himself with the question of motives for the reason that he had a whip in his hand with authority to use it at will. The analogy holds good in the school. There is a wide difference between slave-driving and teaching.

**Futility of coercion.**—Teaching is the process of opening the spirit of the pupil for the reception of truth. But the spirit cannot be forced open. The more force applied, the more obdurate does the pupil become. The normal pupil is docile under proper stimulus, but coercion will not avail. Some motive must be found that will cause his spirit to smile itself wide open. This is not sentiment but pedagogy. The mechanical teacher will smile disapproval, but that only proves him mechanical. Unless there is open-mindedness on the part of the pupil, truth will stand unwelcomed without the gates. Right at this point may be found much pathetic wreckage in many high schools. Teachers are trying to do by force what they are unable to do otherwise. The tragedy of it all is that such

teachers do not recognize, or at least, do not admit their impotence.

Teachers such as these nag, badger, and hector pupils without mercy and, then, expect the principal to support them in their course of academic bull-dozing. There is no use blinking the facts. Such as these have no place in a school. They should concern themselves with inanimate things and not with human beings. If their attention is called to complaints that reach the office, they cite their years of experience, not realizing, apparently, that experience may be a liability as well as an asset. With the utmost complacency they disdain the study of methods, serene in their self-sufficiency. But for the balance that other teachers supply in the school their course would incite mutiny. If they cannot be brought to face the situation as it really is, they have recourse to the weak expedient that the pupils bear them a grudge. Worst of all, they do even not have the grace to resign.

**Teachers as idealists.** Teachers are and ought to be idealists. When the boy enters school they ought to be able to look through the years and see him on the day of his graduation, a clean, upstanding, intelligent, cultured young gentleman. Unless they can catch this vision, their work will lack the piquancy that appeals to youth. They will be time-servers, working by the day, and not artists

dreaming the picture through to its final triumphant completion. They will do hack work, instead of projecting and fashioning masterpieces. The artist sees the angel in the stone from its inception to its completion and the details are all the more accurate and artistic because of his vision. The projection of his gaze into the future serves to inspire his hand to even greater skill. He sees the end from the beginning, or he would be no artist.

He yearns to achieve, and so gives an exemplification of the motive of self-interest. The teacher who is actuated by this same motive imparts her spirit to the pupils and their work together takes on the glow of enthusiasm. Every stroke of pen or chisel is another advance toward high achievement and, guided by the glow of the teacher's enthusiasm, no pupil ever works in the dark. The pupils may not all be actuated by the same motive, but it is evident that the teacher has imbued them with some purpose that lures them on.

**Variants of self-interest.**—The motive of self-interest shades off into many subdivisions that either are isolated or merge into other motives. The desire to achieve is one manifestation or variation of self-interest. One may desire to achieve for one reason, and another for still another reason. Whatever reasons may lie back of it, there must be agreement that this motive is a proper one, and is most potent in inciting to effort. The artisan

takes joy in his achievement, aside from the compensation for his services, and the foretaste of this joy inspires him throughout the entire process. This joy is intensified by indications of appreciation from others. The pupil may find joy in the correct solution of the problem, but a word of commendation from the teacher is the crown-piece of the achievement. An ounce of encouragement is better than a pound of criticism.

The discouraged pupil is one of the teacher's large problems, and the solution lies in setting up some motive that will lead through the slough of despond out into realms of pleasure. It can be done; it has been done times without number, and the teacher who accounts it an impossibility thereby merely confesses her inability to supply an effective motive. We are told that art is the expression of man's joy in his work. This being true, it is evident that, if the pupil does not have joy in his work, the teacher may know her work as a science but not as an art. If she would vindicate the art phase of her work, she must do so through its manifestations. We are told, also, that the value of any work depends upon how the worker feels while doing it. Hence, the need for a motive that will obviate discouragement, and generate a sense of pleasure.

**Desire for approbation.**—We all crave the approbation of our peers. Eliminate this motive from

the ball-game and the interest of the players will flag. If the teacher will so manage that the class will applaud the work of the discouraged pupil, life will assume a brighter cast for him and his work will become far more joyous and effective. His essay may be selected as the one to be read to the class, or he may be called upon for the explanation of the difficult problem. The class will readily understand and gladly reinforce the teacher's plans. The wind may favor the best sailor, as the adage has it, but the teacher's work is to stimulate the mediocre sailor to achieve his best, and suffer no discouragement in his efforts by comparison with others. The boy accounts that day a triumph that brings to him the approbation of his teachers and his mates.

**Mercenary motives.**—Mercenary motives are in evidence all the while in society and sometimes they are injected into the work of the school. Parents, at times, resort to the poor expedient of hiring or bribing their children to attain high grades in their school work. The plan must be deprecated because of its tendency to degrade and cheapen the work of the school. Herein lies the danger of giving school credit for home work. The plan encourages the tendency to evade difficult situations. There is no honor to the soldier who has done no fighting. It is not easy to say what home work is an honest equivalent for the solving of an

original in geometry. Besides, the solving of the problem begets continuity of purpose, patience, perseverance and fiber; and the pupil misses all these advantages if he is permitted to make substitutions. If the home-work develops the boy in an equal degree; if, in short, it requires equal effort, the boy will quite as readily elect to solve the problem. In this entire scheme there are far too many opportunities for evasion and subterfuge. The school should stand for full values honestly rendered.

**The motive of curiosity.**—No instrument of sufficient delicacy has yet been devised by which it may be determined why a boy will climb to the top of a high tree to examine the nest of a bird. The unthinking call it fool-hardiness, but we know, in general, that every deliberate act has a motive behind it. Self-interest seems an inadequate explanation of the boy's act until we reflect that curiosity may be a constituent element of self-interest. Once a boy's curiosity is thoroughly aroused, we know that scarcely any limits can be set to his endeavors. He comes from the tree flushed with victory and makes a detailed report on the bird's nest. Whatever the explanation of the boy's act, the teacher who is alert takes cognizance of the facts and makes an effort to attach the work of the school to the same motives that impelled him to climb the tree. The physical discomfort will be less to the boy in making his way through the

mazes of physics than through the branches of the tree if the teacher will but set up motives that are equally impelling.

Curiosity may be aroused by the form of a question, by the tone of voice, by a mere hint or suggestion, or even by silence. If the teacher discontinues the reading of a story at the summit of interest, the pupil will find some way of completing the reading. If the teacher will confess a desire to know some fact of which she is ignorant, the boy will make the discovery for her and, at the same time, for himself. Curiosity will charm the pupil through the intricacies of languages, science, history, and mathematics; and the explorations will be no hardship. The great explorers of the world were all curious to know, whatever other motives may have actuated them, and the boys and girls of high school age are explorers by nature.

**The need for objectives.**—If we could but measure the fine energy that is wasted in our high schools for lack of a definite objective, the record would appall us. We are greatly concerned in the matter of conservation touching our natural resources, forests, streams, and minerals, and permit much of the energy of young people to come to naught because of our ignorance of or indifference to impelling motives. Some of the responsibility must be laid at the doors of society but the school must bear the larger share of the responsi-

bility, for the very good reason that one of its prime functions is to conserve and direct the energy of youth. Many teachers have yet to learn how to tap these great storehouses of energy effectively, and some of them show but faint interest in learning. We laud the schools in eloquent periods, and clamor for more money so as to procure greater equipment, and still are prodigal of the energy that greatly transcends all material equipment. We take great unction to ourselves for the fields that are productive and show pitiful unconcern as to the fields that are lying fallow.

**Retardation.**—There is something wrong in the teaching when the normal boy or girl must repeat the work of a year or a half-year. We need not think of miracles in connection with school work in our efforts to adduce extenuating circumstances. Teachers are prone to excuse themselves for this condition and try to shift the blame to the pupils. They speak glibly of retardation, stupidity, indifference, extraneous interests, and a host of other things in an effort to gloss the matter. But the stern fact remains that, had they known how to reach these boys and girls, the mortality would have been restricted to illness or other misfortune. They look upon their decimated and depleted classes at the close of the year with the utmost complacency and even recall the fact that they had predicted failure in the case of many of the

fallen ones. They seem not to realize that they stand in the presence of tragedy—tragedy that might have been averted had they only known how.

This would seem drastic and unreasonable but for the knowledge that there are hosts of teachers in our high schools who measure up to the high ideals that the obverse of the picture represents. They have kept pace with the latest discoveries in the methods of teaching and have applied these methods to good effect. They have read the books that set forth the value of the motive element in teaching and have made these books their guide to advancement. They are anxious to avail themselves of all discoveries that investigators have made, to the end that the young people whom they teach may profit by these discoveries. They are not content with the achievement of yesterday, but regard each new day as a new opportunity. They discard the old as soon as they have proven the superiority of the newer. If only all teachers were such as these the outlook for the high school would be far brighter.

**Social co-operation.**—Another variant of the motive of self-interest is social co-operation. The recalcitrant pupil, the pupil who stands aloof, the pupil who is not in harmony with the school order, the querulous pupil, the suspicious pupil, and the mischievous pupil can, one and all, be led into right

ways of conduct, operating in conjunction with pupils who are well-disposed. Mischief is nothing else than misdirected energy and the wise teacher is glad to discover a capacity for mischief because she sees in it a possible asset of the school. Through the motive of social co-operation, this capacity for mischief can be made to redound to the advantage of the entire school. Every pupil, consulting self-interest, is eager to advance his social status, and when he becomes associated with well-disposed pupils in some school enterprise, he soon conforms to their standards and thus becomes oriented.

A high school girl who was the despair of the principal was found to have pronounced musical ability, and this ability, by the wise direction of a teacher through the motive of social co-operation, became the talisman that transformed a pupil who was bent upon mischief into the leader of a school orchestra, as well as a social leader in the school. A less efficient teacher might have discovered the girl's musical bent, but might not have known how to utilize this for the benefit of the school through the setting up of a motive. The boy who disdains the reading of poetry will become enamored of it when associated with boys, who are poetically inclined, in some school enterprise that has to do with poetry. Two high school teachers induced the pupils of their rooms to give a lawn-fete by means of which to raise funds to beautify

the school grounds and, in that enterprise, all distinctions disappeared and they worked together in hearty accord.

**The motive of altruism.**—Incipient altruism is often discovered in the high school, and this motive, properly stimulated and fostered, may ultimately lead pupils into enterprises that are world-wide. The girl who is encouraged to be helpful in the home will soon find opportunities to be equally helpful in the home of a neighbor. Thence, her interest may extend to other communities until, all in good time, she comes to feel that her talents and attainments should become an asset for humanity. Under the impelling power of the motive of altruism, the boy in the school may be dreaming dreams of constructing railways, tunneling mountains, bringing to perfection great inventions, mitigating the conditions of life in foreign lands, or reducing suffering and sorrow in his own.

If motives of altruism can be brought to obtain in the high school, no limits can be set to the aspirations of the pupils and every study will be enmeshed in these aspirations. Science, history, language, mathematics, art and music will all be laid under tribute as factors in the warp and woof of their dreams. They will be eager to know in order that they may achieve; and they long to achieve that they may render service.

## CHAPTER XIX

### CO-OPERATION

**The term explained.**—Co-operation ever more implies concession; and concession implies intelligence, tolerance, open-mindedness, good-will and confidence. Unless these qualities are present, in some good measure, in a given situation, there can be no effective co-operation. The intolerant man expects people to come to his way of thinking, but disdains to go over to theirs. He is so certain that his is the right way that his utterances are cast in the mold of the oracular. Such a man can not co-operate for the reason that he is incapable of making concessions.

Intolerance betokens the absence of good-will, open-mindedness, confidence and kindness. Tolerance, on the other hand, combines all these qualities, and, so in a preeminent degree, makes for co-operation. The principal who lacks confidence in and good-will toward the superintendent will not only not co-operate with him but finds himself arrayed in real, even though veiled opposition. In like manner, good-will and confidence, on the part of teachers, necessarily condition their sympathetic

co-operation with the principal. Truth is no less truth because it may be viewed from different angles, and co-operation concedes the correctness of the other person's viewpoint.

**Compromises.**—Life, at its best, is a series of compromises. The merchant takes into account the wishes and tastes of his customers in making his purchases. If he consults his own tastes and inclinations, merely, he invites disaster. The minister must yield something of obedience to the behests of his parishioners, not in principle but certainly in practice. He may not be an autocrat if he hopes to win people to his way of thinking and living. The railroad president modifies his own plans after meeting with his board of directors and getting their viewpoints. The farmer changes his plans for the season after a consultation with his neighbors. In home life, concession is fundamental in producing harmony. Indeed the home, and, similarly, the community which is but a collection of homes, has its analogy in the orchestra. The bass-drum, the tuba and the trombone must make concessions to the violin and the flute or there will be no harmony. In short, in order to win the sweetness of the flute, whether in the home, the school or the community, there must be concession on the part of the other instruments.

**Rights and privileges.**—In a democracy, ignorance is blatant in asserting its rights; intelligence

is modest in claiming its privileges. Ignorance frowns and glowers as it works grudgingly at its task; intelligence smiles as it glorifies its humblest tasks. Ignorance is resentful in the fancied denying of its rights; intelligence is amiable in esteeming its privileges. Indeed, education is largely a matter of shifting the emphasis from rights to privileges. Intelligence is glad to waive its rights in order to gain freedom in the exercise of its privileges. In the ocean disaster, the men had a right to seek safety in the boats, but they abrogated their rights in the interest of women and children, and so became heroic figures in the world's history and placed a halo upon the brow of manhood.

This distinction between rights and privileges applies to the life of the high-school democracy quite as pertinently as to the life of the community. If all who have to do with the school, whether as patrons, pupils, teachers, or officials had a full appreciation of all school activities as privileges, and could rise above their rights in esteeming these privileges, school work would be more harmonious and effective. The parent would then no longer construe the detention of his child after school hours for special instruction as an invasion of his rights, but would be grateful for the privilege accorded to his child by the teacher. Nor would the pupil account this detention as a penalizing process but as a privilege emanating from the good-

will of the teacher. In fact, every class exercise would then be looked upon as a privilege and esteemed accordingly. In such conditions, the teacher, herself, would find joy in the extra work thus assumed by reason of the appreciation that parent and pupil both make manifest. This extra work would no longer be a stern duty but, rather, an exhilarating privilege.

Seeing, then, that intelligence is one of the prerequisites for effectual co-operation, it follows that when intelligence shall rise above rights into the realm of privileges, all school agencies will thus be animated by a lofty purpose and co-operation will ensue as a natural sequence. Then principal, teachers, and pupils will be in accord and will give of their time and strength, not grudgingly, but generously, and will no longer strive to restrict their work to the limits of their rights but will expand it to the full limits of their privileges. They will no longer be thinking of how little they may do and still win through but of how much they can do for the common good. Their minimum will be lost sight of in the contemplation of their maximum. Their consuming ambition will be to excel themselves.

**Factors in the school order.**—The operating agencies connected with the high-school organism are society, the board, the superintendent, the principal, the teachers, and the pupils. Upon the com-

pletion of their course in the school the pupils flow back into society and the circle, in theory, at least, is complete. Society, through the process of election or appointment, clothes the board with power and authority. Part of this authority the board delegates to the superintendent, who, in turn, delegates a part of his authority to the principal; and the principal shares his authority with the teachers. Each of these agencies is invested with certain more or less clearly-defined functions, and when each one executes his particular function with fidelity and with a high regard for the prerogatives of all other agencies the organism becomes an effectively articulated system.

But, when it happens that one agency presumes to preempt the functions of another, there is a disturbance of the orderly procedure. To illustrate, the parent has delegated his power and, hence, the whole matter has been taken out of his hands and he can not, therefore, assume the prerogatives of superintendent, principal, or teacher. This principle does not receive ready recognition by the parent who is actuated by motives of self-interest and who stands upon his rights, oblivious, apparently, of his privileges. Sometimes, the parent has taken school matters into the courts, but the decisions have almost universally been in favor of the schools. Delegated authority can neither be recalled nor annulled at the dictation of whim or caprice.

**The functions of the superintendent.**—In like manner, the board of education can not assume functions that belong peculiarly to the superintendent. It is quite within his province to select teachers and to have the leading part in the selection of text-books and any board member who arrogates to himself either of these functions is distinctly a trespasser. The superintendent, by express implication, is an expert in such matters, whereas the board member is not. If the superintendent is not competent to administer the duties of his office, the board has but one recourse, namely, to secure the services of another who is competent. By no sophistry can a board member justify his assumption of the duties of superintendent. Furthermore, the superintendent, who supinely submits to such assumption of his prerogatives, thereby makes confession to incompetence.

**The functions of the principal.**—This same principle obtains throughout the entire system. The principal has functions that he can neither evade nor delegate. There are times when he would be glad to shift responsibility to other shoulders, but any attempt to do so must prove abortive. Some principals have been known to lose their positions because of their inability or unwillingness to assume the responsibilities that clearly belonged to them and that could not be evaded. Sometimes a principal tries to shirk responsibility by shifting

it to a teacher, and, thereby, loses the respect of the teacher, the pupil, the parents, and presumably, of himself. Just as the board member may not, with impunity, assume the functions of the superintendent, so neither the superintendent nor the teacher may relieve the principal of his responsibilities. Each agent must exercise his own functions or be discredited.

The system is simple and effective if only each of the agencies bears his own burdens; but, just so soon as there is any transgressing of functions or prerogatives, it becomes complex and distorted. No one of the agencies may invade the province of another without some degree of disaster. Whether or not we denominate such invasion as politics, it certainly is not education and so must be repudiated as illogical and mischievous.

**Co-operation between school and home.**—Turning, now, to the positive phase of the high school situation it is easy to conceive of a system that exemplifies a high degree of co-ordination and co-operation. While we may conceive of co-operation between home and school, a more logical conception is that of co-operation between school and home. It should be easier for the school to co-operate with the home than for the home to co-operate with the school. Blanks that pass from the school to the home generally invite the co-operation of the parents. But the high school is so rare as to be

unique that proffers its good offices in co-operating with the parents in whatever is good for the pupil. The father who knows nothing of chemistry can not give intelligent co-operation with the teacher of chemistry; but the teacher of chemistry may easily co-operate with the father just as soon as he apprises himself of the father's interests. Through the medium of the pupil he may make the chemical laboratory a contributing agency in some of the problems that pertain to the father's daily activities.

**The school as the agency for co-operation.**—It is both futile and illogical for the school to invite co-operation on the part of the home in relation to the academic phases of school life. The school is organized to serve the home, and not the reverse. In a word, the school should charge itself with the responsibility of taking the initiative in the matter of bringing to pass a co-operation between school and home. There is a subconscious antagonism to the school in many homes that could readily be allayed if the school would be at some pains to take these homes into its confidence in matters touching the life and work of the pupil. But the school holds no communication with these homes save through the formal and, sometimes, unintelligible report that is sent out a few times each year. The school is far more prone to report the pupil's failures than his successes, and the

home construes this to mean that the school is taking credit to itself for his successes while it is trying to shift responsibility for his failures upon the home.

Such a procedure is subversive of real co-operation. Hence, it needs to be repeated that co-operation must be inaugurated by the school. The home would gladly co-operate if it only knew how. But, not knowing how, it does not take kindly to a revelation of the fact. The school is a highly organized institution and has at hand all the facilities for co-operation. It has at hand the facts and can interpret these facts in language that the home can understand. The home may not speak the language of the school; but the school should be able to speak the language of the home. Interest is infectious, and when the school shows an interest in the home, the home will readily reciprocate. But the home will brook no patronizing, and such a course is unworthy of the school.

**The home in relation to the school.**—The home is given first consideration in the general scheme of co-operation for the reason that society is the source of authority and, when we would clarify and purify the stream, we must begin with the fountain whence the stream issues. When the high aim and purposes of the school and its methods have become thoroughly enmeshed in the social consciousness, society will see to it that only such men and women

shall be elected to membership on the board as will be able and willing to carry out these large purposes. The self-seeker will be eliminated and real statesmanship will become a prerequisite for membership. The statesman is never meddlesome, and does not assume the prerogatives that pertain to others. He is too big for that, and, also, too busy. He makes large plans and then casts about for officials who have the capacity to carry his plans into effect. He recognizes and respects expert knowledge and ever stands ready to co-operate to the limit of his knowledge and powers.

**Co-operation in daily practice.**—With such standards obtaining in the board of education the superintendent will find himself free to work out his educational plans without interference or political heckling. He will have a free hand in the selection of principal and teachers and will select such as will execute his plans efficiently and effectively. The teachers will know that he is the court of final appeal and will, therefore, be eager to maintain his standards. He will not be autocratic; a real leader never is. He will cordially reinforce the work of each teacher and will find pleasure in each one's every success. He will recommend such text-books as will make for successful work, in the full consciousness that he has the board, as a bulwark, behind him.

In such a procedure, the principal feels that the

authority that has been delegated to him is stable and has full face value. The superintendent confides in him and discloses to him, without reservation, his general plans for the school, leaving the principal free to work out the details. Thus he has free scope for his initiative and is not hampered by petty regulations. To him is given full credit for all his achievements and his is the inspiration of a master-builder. His work is not parceled out to him. On the contrary, he is made to feel that the board and superintendent have the utmost confidence in his capacity, his fidelity, his altruism, and his judgment. This confidence begets zeal, courage, and buoyancy of spirit and the entire school soon becomes the beneficiary of these qualities.

Co-operation is never obtrusive, and never vaunts itself. It is spirit, not substance. The principal knows, without words, that the superintendent is supporting him. Fidelity needs neither explanation nor justification. It is a simple fact and is not to be mistaken. When people come to think in unison, they act in unison. In this way, the principal and the teachers are fused in the spirit of co-operation. The principal unfolds his plans to the teachers, and they, in turn, confide in him. Without such mutual confidence the school can not be at its best. The expression "team work" among high-school teachers is fraught with deep significance. It implies a common purpose and a

mutual understanding. Just here is where intelligence, confidence, good-will, and tolerance come to their full fruition. There must be concessions by principal and teachers, and concessions are easily made by people who are magnanimous and who are imbued with generous impulses. Here is where teachers slough off their rights so as to rise into the higher realm of their privileges.

The teacher who possesses the qualities that underlie co-operation is incapable of intrigue or chicanery; she disdains to curry favor with pupils at the expense of principal or colleague; she would never degrade herself and her high office by retailing small gossip of the school to board members or other citizens; she never panders to the whims and prejudices of pupils or parents; she is never querulous or vindictive; she would far rather be right than merely popular; her self-respect and nobility of character interdict anything that savors of sycophancy; her opinions are rooted in careful thinking and, when she speaks, her words carry conviction; she is neither volatile nor voluble; and she is evermore loyal to her colleagues, to the interests of the school, to the community which she serves and to her own high standards of personal and professional conduct.

Such a teacher can always be trusted, and this the principal knows full well. She can not do a mean thing, much less a wrong one. She does not

pose either to herself or to others. She rings true in her every word and act. Her composition is too fine to admit of jealousy, envy, or malice. She lives out in the open. She represents the very acme of co-operation with principal, colleagues, and pupils, because they all know her to be trustworthy. She can and does see the work of the school from the angles of the principal and the pupils quite as clearly as from her own. She composes many difficult situations by her tact, her modest demeanor, and her frank sincerity. The pupils may not adore her, but they respect her most profoundly, and that is far better. In her presence pupils are at their best. They may reveal the other phases of their natures elsewhere, but never in her room.

**Effect upon pupils.**—Upon the high plane of their respect for such a teacher the pupils meet in concord and plan together for the best interests of the school. She is the rallying point for co-operation, with the principal, with the teachers, and with one another. There is unison of thinking and acting because of her quiet leadership. Pupils divine her unexpressed wishes and cause her dreams to come true. The authority which the principal delegates to her is never abused but is, rather, a prime asset to the school. She is never officious but with steadiness born of conscious power sways the school to the standards of the principal. Such a teacher is both an inspiration and an anchor to the school,

and is a comfort to both superintendent and principal.

The power of co-operation transcends book-lore, nor can the academic examination discover it. It is too elusive to be set out on paper. It is of the heart, not the head. It is the "aptitude for vicariousness" that makes for real greatness in the teacher. It can be cultivated, if the germs are present, but can not be evoked from barrenness. It is fundamental in character and, therefore, a boon to the school. The teacher who is endowed with this power can not be described as "sounding brass or a tinkling cymbal."

## CHAPTER XX

### EXPRESSION

**Fundamental desire for self-expression.**—Deep down in the primal instincts of human beings is the desire for self-expression. The crude drawings of the cave man, the hieroglyphics on obelisks and totem-poles, and the multiform inscriptions that have been exhumed in buried cities may all be cited as evidence. Man has always wanted to say something whether he had much or little to say. We need not hark back to antiquity for illustrations. The names of Watts, Morse, Franklin, Howe, Edison, Burbank, Marconi, Bell, and Goethals flash into the thought. In the inventions and discoveries of these men we find expressions of themselves. If we could retrace the careers of these men back to their school experiences and there take an inventory of their aspirations and then take a survey of the evolution of their self-expression, together with the motives that were the driving forces along the way, we should have an illuminating chapter on vital pedagogy.

We should find, of course, that, at some point in the life history of each of these men, he woke up,

or found himself, or got his bearings; in short, that he began to give direction and meaning to his energy. Self-expression may have been latent up to this point, but the desire must have been in each one, none the less. We know enough of some of these men to realize that self-expression was a growth from small beginnings to great proportions. We have inferential knowledge, therefore, sufficient to warrant the conclusion that self-expression is capable of cultivation. It does not come with the on-rush of an avalanche, but by well-nigh imperceptible and, often, crucial advances. There may be occasional ebullitions, upheavals, or eruptions along the way, but the general trend of self-expression, as shown in the development of these men, is steady, decorous and ever-widening.

**Psychological dictum.**—The casual conception of expression seems to be that, before there can be expression there must be something to express; but the psychological conception is that in order to gain something to express we must express what we have. The psychological dictum, "There is no impression without expression," reinforces this very contention. Much is said, in these days, concerning reaction, and this theory, reduced to simple terms, means that whenever the mind reacts upon the inciting cause, the content of the mind is enlarged and the mind, itself, is thereby strengthened. We see, at once, that this tallies exactly with

the dictum touching expression and impression. At every expression, the impression becomes more deeply grooved, or, in other words, the mind expands. Hence, unless the mind reacts there is no development, no abiding impression.

The educative value of the picture-film may well be questioned for psychological reasons. There is but meager opportunity for reactions. The impression is evanescent because there can be little, if any, expression. If we could applaud, or express opinions as the exhibition progresses, the case would be different. But we are, perforce, passive during the entire procedure. The impression made by one film is so slight and superficial that the succeeding film serves to obliterate it. Of the one hundred films that we have seen we can not recall a half-dozen, on the instant, for the very adequate reason that there was no reaction, no expression.

**The lecture system.**—The lecture system in vogue in many classes in the high school is of a piece with the picture-film. It provides a certain form of entertainment but the effect is ephemeral. There is no reaction and, therefore, no permanent impression. It is altogether unpedagogical for the teacher to examine pupils upon topics that were brought to their attention merely by means of lectures. The same logic would admonish pupils to take their meals at a soda-fountain. As a review of topics already learned, the lecture may have some value

in the way of recalling experiences, but in unexplored territory, it is substantially futile. The picture-film that reviews for us some novel with which we are familiar has some value aside from mere entertainment, but we can never hope to become proficient in literature by means of picture-films.

One of the primary functions of the school is to generate and stimulate the power of expression. This is quite as true of schools for deaf mutes as of others; only the mode of expression is different. There is comfort in the knowledge that a desire for expression inheres in every pupil. This knowledge simplifies the problem and from this vantage-point the development of the power of expression can proceed apace. Some studies lend themselves more readily to expression than others, in the popular mind, but, on the psychological side, this notion is, at least, debatable. It would scarcely be germane to the present discussion to go back to the infancy of pupils and make inquiry as to whether speech or manual dexterity took precedence, in point of time. It is quite sufficient, for the present purpose, to observe that language is the natural vehicle of expression and that the organs of speech are useful auxiliary means.

**Expression in English teaching.**—With this conception of expression clear in the mind we see, at once, that English has priority of claim, as an

expression study, over drawing or manual arts. And yet the teacher of English is wont to envy the teacher of drawing, on the score that drawing is an expression study. True, we often find, on the athletic field, a boy who exhibits marvelous skill as a pitcher, but who shows a pathetic deficiency in the use of language. It is reasonable to conclude that, had this boy's speech organs been trained as systematically, skilfully, rationally, patiently, and perseveringly as his hand there would not be the disparity that is so evident. The reflection that the English teaching, with the odds in its favor, has been out-distanced in the case of this boy, by the manual teaching, is not particularly edifying.

How did this boy attain such skill in manipulating the ball? By unremitting practice. Does the same kind and degree of practice obtain in the English class? Here we arrive at the crux of the whole matter. We must reply in the negative. Indeed, many an English class seems more an exhibition ground than a training field. The boy's trainer on the ballground gives a hint or a suggestion which the boy proceeds to work out in practice, with many repetitions. But, in the English class, the teacher corrects a mistake, often caustically, and seems to think that settles the matter for all time, and proceeds to the next phase of the lesson.

**The ball-coach and the English teacher compared.**

—Moreover, the boy's coach never does any of his practice work for him; whereas, it is very common in the English class to find the teacher doing all the reading and much of the reciting while the pupils seem to have reached the extreme limits of boredom. The teacher makes no new contributions to the work in hand, but drones forth phonographic platitudes that were acquired years ago in college, all of which the pupils have heard so often that they wilt under the ordeal. On the ball-field we find exemplified the psychological dictum touching expression and impression; but the English teacher is supposed to be quite as conversant with psychology as the coach.

We inevitably judge teaching by results, and, thus judged, the coach seems to deserve the palm. We devote twelve years to the teaching of English in the public school but the results are often pathetic in their meagerness. With such results before us it would seem high time for us to abjure the methods that have proven inadequate and espouse more effective ones, even if we must gain them from the ball-coach. Looking at results, in both cases, one is impressed with the conviction that, in athletics, we have experts, but, in English work, we have a surplus of amateurs. In athletics we seem to know how; in English we seem to be try-

ing to learn how, with but a modicum of progress. The educational historian of the future will be hard put to it to give our present methods of teaching English a clean pedagogical, logical, and ethical bill of health.

There is just one fundamental error in the procedure. We do not build the structure upon the inherent desire for expression. When the pupil shows an eagerness to give expression, in his own way, he is repressed and, in consequence, depressed, and his exuberant spontaneity receives a cruel check. Our pupils want to tell us, but we insist upon telling them, and, thereby, go counter to the principles of pedagogy with which we profess to be familiar. In much of our English teaching we try to thwart nature by interdicting free expression. We preach, we scold, we rhapsodize, we pour forth inane homilies, and so consume time that belongs to the pupils, and thus blunt their interest in the study, and render them indifferent if not resentful.

**The meaning of order.**—Order seems to be a fetish in some classes and, often, the teacher occupies the time in the interest of so-called order. If the pupils were given free rein they would disturb the serenity of the occasion. There is a wide difference between order and silence. If order is construed to mean quiet then a cemetery is an orderly place as is also a gallery of statues. By the same

token, an orchestra is disorderly; and the waves with their swash against the cliff; and the cataract that gives forth its wierd music in the glen. The high-school pupil is instinct and vibrant with life, and this dynamic quality is the constituent material of success if rightly handled.

But repression will not avail. There must be freedom of expression and any drastic curtailment of freedom of expression is a subversion of natural tendencies. Nor is expression synonymous with disorder; quite the contrary. The music of the orchestra is but systematized noise. There are no undulations on the surface of the Dead Sea. There we find serenity but it is a dead sea. The teacher may guide the course of expression that it may not take a lateral direction and fray out into trivialities, but a medley of voices in the class exercise is better than silence, if the silence comes from repression.

**Oral expression.**—Just now oral expression is quite the vogue in the high school and that is well. The wonder is that we were so tardy in interpreting aright the teachings of psychology. But oral expression is not a new discovery. Its value may be more evident now than formerly, but the principle is as old as the human race. There is danger that we shall treat it as a novelty, now that we have come into some appreciation of its value, and not as a fundamental in all our teaching. There

is danger, too, that we shall attempt to standardize it and so render it mechanical. In our English work, if we consult books for our topics, instead of the experiences of our pupils, we shall do violence to the foundation principle involved.

Every reaction requires a sensory foundation and what the pupils know on a given subject enables him to react and thus gain a wider and deeper knowledge of that subject. His knowledge is the sensory foundation requisite for the reaction and, hence, oral expression must pertain to some subject with which he is somewhat familiar. The topics that have been used in other classes may be quite unsuited to our work. We must penetrate the circle of the pupil's experience in order to discover suitable topics. This requires time and effort. It would be easier to select topics at random from some printed list, but such a plan would interdict the highest success.

**Application to other studies.**—Oral expression applies to the work of mathematics, science, language, and history quite as aptly as to the work in English. In the geometry class, when the boy in a parrot-like way repeats the words of the book, we may not call that expression. That is merely an echo. If the boy will take issue with the statements of the book, or challenge the explanation of teacher or class-mate, we have an illustration of the sort of oral expression that has value. Too

often, the teacher checks the pupil at the slightest deviation from the language of the book, as if any other form of statement were sacrilege. It is a saddening experience to sit for forty-five minutes in an algebra recitation and listen to post-mortem explanations of problems that lost their savor for the pupils the night before when they solved them. There is no life, no sparkle, no spontaneity, but a monotonous droning over dead issues. If the teacher could or would but plan some work in which the pupils could express themselves, the class exercise would redound to his credit.

In sharp contrast, is the exhilarating experience in a physics laboratory where the pupils are busy with experiments. The teacher merely umpires the game, while the pupils are working with fine zest. They may be noisy but it is the sort of noise that betokens spirit, energy, industry, and, therefore, progress. The pupils combat one another's opinions, point out errors, repeat processes at the suggestion of others, verify their own conclusions, and, in every word and act, exemplify the sort of expression that makes for lasting impression. The pupils are never idle, never listless, and, best of all, never bored. In this room, the teacher duplicates the conduct of the coach on the ball-ground; he merely gives the impetus and gives the pupils freedom for expression.

What is done in this room can be done in the

history class, and often is done. There are many class-exercises in history that are veritable hives of industry and animation, quietly but incisively directed. The teacher says but little while the pupils speak much. They have much to say that is worth hearing, that is their own and not a mere echo of the book. Moreover, the more they say the more they have to say and the better they can say it. There is a generous emulation that serves to reinforce and clarify the facts that the book affords. They challenge, and criticise, and amplify until each one comes to feel a proprietary interest in the accumulated knowledges of the entire class. There is attrition of mind with mind that abrades crudeness and gives polish and tone.

**Factors in expression.**—In such an exercise the body, the face, the eyes, the lips, and the hands all become eloquent as means of expression and all these serve to reinforce the voice. The picture-film has taught the valuable lesson that there may be eloquence in the absence of the spoken word and the school will do well to take this lesson to heart. The stage demands the education of body, hands, face, and eyes but the school has almost wholly ignored these auxiliaries of expression. We are so intent upon mere words in our school practices that we seem to hold all else as of small moment. We think in terms of problems, lines, paragraphs, and pages as if these comprised the

sum total of human endeavor. If the ungainly boy could be given freedom in the use of his feet and hands, there would ensue greater freedom of spirit that would manifest itself in the entire range of self-expression.

**Written work.**—In written expression there is much random, aimless, and perfunctory work done, especially in the class-exercises in English. The subjects assigned have little or no connection with the pupils' natural aptitudes or experiences, and the corrected papers are handed back with an air of finality that seems to proclaim the end of a disagreeable task. The red ink of the teacher seems a challenge to the pupil's combativeness, and he destroys the paper with a degree of promptness that is more forceful than polite. If, to quote again, "Art is the expression of man's joy in his work," the written exercise should, somehow, be made the occasion for joy if it is finally to emerge in the artistic.

Here, again, must be found the sensory foundation or there will be no effective reaction. To ask a pupil who has no knowledge of chemistry to write on "The Molecular Theory" is both futile and foolish. Indeed, it is not an exercise in expression at all but merely a matter of copying from the encyclopedia. In one English class the teacher always joined with her pupils in writing upon every general subject that she assigned and sub-

mitted her paper, along with the others, for comment and correction. This plan went far toward removing the barrier between teacher and pupils by generating a spirit of co-operation.

**The teacher as a producer.**—Pupils have a right to wonder what the teacher has ever written that gives her a warrant to be a critic of the literary masterpieces. If she could show some synthetic work they would have greater confidence in her analytic work. To them she seems to have enough theories to write a book that would electrify the world, but the libraries yield forth no product of her pen. She is thrown into a state of pitiful perturbation by a request for a paper for a club of literary people and yet she assigns subjects to her pupils, week after week, with the very acme of nonchalance.

To the pupils she seems the veriest theorist and they would be glad to exchange places with her for a time, glad of the chance to test her theories on herself. This feeling would largely vanish if she would assign topics within the range of their experiences, for, in that case, expression would be easy and natural and they would be only too glad to win success in such a pleasant way. Too often topics are assigned in the hope that pupils will get information. The truth is that writing is done to give information. Thus the teacher does violence to the primary purpose of writing.

It would require an inspired pen to do half-way justice to that style of expression that obtains in the exercise commonly called Latin prose composition. As a rule, it is neither composition nor Latin—whatever else it may be. It is certainly not self-expression; neither is it art if art is attended with joy. Instead of being joyous, it is usually so lugubrious as to seem well-nigh funereal. Only the very rare teacher imbues this exercise with joy and makes it an occasion of self-expression. In general, the exercise seems to belong to puzzlement, and have but little to do in the way of cultivating the power of expression.

We are still groping in the twilight of possibilities connected with the whole subject of expression. The home is an expression of the mistress of the home. In the furnishings, the decorations, and the administering she expresses herself, and people, instinctively, judge her by a survey of her home. We may run the entire gamut of society and find that the same principle obtains. People are expressing themselves in business, in trade, in professions, and in their manner of daily living. In music, in art, in public and private libraries, in the conditions that prevail in cities, towns, and country, we find expressions of the citizens. It is incumbent upon the school, therefore, to take cognizance of these facts and so administer the school activities that they will function in right expression.

## CHAPTER XXI

### TRAINING FOR LEISURE

**Education and old age.**—A man who has traveled often and widely says that he is not specially fond of traveling but travels that he may not have an uninteresting old age. He argues that there is no good reason why a person who has reached old age should be isolated in the chimney-corner if a fair amount of diligence has been practiced in preparation for this period of leisure. A woman of ninety-three years says she has retired from active employments and now proposes for herself a period of pleasure reading the Bible and Shakespeare. If she had failed to make preparation for this time of leisure, these closing years might not be a time of pleasure either to herself or to those about her. In such a situation the ability to extract pleasure from the Bible and Shakespeare is ample compensation for all the efforts put forth to acquire the reading habit.

On a boat which plies on Loch Katrine a somewhat infirm old gentleman was the center of interest as he quoted “The Lady of the Lake.” The small talk and hilarity of younger people soon

abdicated in favor of the old gentleman's reciting and all the passengers esteemed it a rare privilege to share his poetic attainments. Cato, Michael Angelo, Titian, Tennyson, and John Burroughs exemplify old age that is attractive because worthily employed. These men enjoyed working in old age because work had become their law of life. The industry of their later years was but the persistence of the habit of industry. They could find neither time nor place for a discontinuance of their activities. The mere reminiscencer is in danger of becoming a reminiscence.

If pupils of the high school at the time of graduation should lose all their acquired knowledges but still retain their inclination and ability to conserve their leisure time, we should account the years well spent that had been devoted to high-school activities. This being true, it follows that the fitting of people to employ their leisure time profitably is a goal worthy of our best endeavors. Indeed, this should be one of the major aims of the school. Since habits tend to persist, if the school can inculcate this habit of utilizing leisure in a profitable way, our graduates will have many occasions for gratitude to the school throughout life.

**The waste of time.**—If the leisure hours that are virtually wasted by the people of the community could be deflected to and concentrated upon worthy

work, the advantages to the people themselves, and to the community as a whole can scarcely be estimated. The avidity for various forms of diversion in leisure hours is conclusive evidence of a lack of definite plans and purposes. People have been known to inveigh against the avocations of teachers on the specious pretext that all their time is needed for their vocation. Such people fail to realize that these avocations conserve health of body and mind, give buoyancy to the spirit, and thus reinforce and make more effective the regular work of teachers. Genius is but another name for industry in conserving minutes and hours. We are all debtors to the men and women of history who utilized the time that might have been frittered away in giving the best we have in literature, art, music, discoveries, and inventions.

**The economic value.**—Economists predict that, by reason of the improvements in machinery, the working day will be reduced to six hours and many look upon the final realization of this prediction as a great boon to working people, in view of the fact that they will have two hours added to their leisure time. Whether this addition will be a blessing or the reverse depends upon the use which they make of the time. Leisure is a positive detriment to some people because of their inability to use it aright. Many a man is less efficient on the day succeeding a holiday because of his misuse

of his leisure. On holidays additions are made to the police force and greater diligence must be exercised in order that the day may not prove a recession of civilization.

The day is divided, in the popular mind, into three equal divisions of eight hours each. There are eight hours for work, eight for sleep, and eight of leisure. These hours of leisure are fraught with well-nigh incalculable possibilities for good or evil. When people are either sleeping or working they are little liable to prove a menace to society; but, in their hours of leisure, they may work great harm. If all men and women who work in shops, factories, offices, stores, and on the farm, were eager to resume in the evening the useful work which they discontinued in the morning when they went to their daily tasks, the world would experience a sudden reformation, and legislative bodies would find their work greatly reduced and simplified. There would be automatic adjustment of many questions that now disturb and distress. Resorts would close for want of patrons.

**Diversions.**—Many diversions that obtain in the community are made use of as a sort of soporific to assuage that restlessness that is the concomitant of idleness. The drink habit is contracted by some men because idleness palls upon them and they have but meager resources upon which to draw to find an antidote for their ennui. One of the uses

of the picture-film is to divert the attention of people from themselves and thus afford a respite from a contemplation that does not prove specially edifying. They are quite willing to pay for this respite, and, especially, since the means at hand are accounted most respectable. Far better the picture-film than many another sort of diversion even if their constant patronage does convict people of a lack of resourcefulness.

**People judged by their avocations.**—It would seem to be quite feasible to classify people according to the manner in which they spend their leisure. Knowing that Elihu Burrit became proficient in eleven languages, we care but little whether he was a blacksmith, a farmer, or a lawyer; and, knowing that Roby wrote his Latin Grammar outside business hours, we are not particular as to the nature of his business. We classify these men according to their avocations, and not their vocations. There is no need for a curfew bell in the case of people whose avocations will bear close and critical inspection. The hand-painted china, which adds to the attractiveness of the home, proclaims the mistress of that house an adept in the use of her leisure time, and we instinctively give her high rank as a home-maker, without inquiring particularly as to her other accomplishments.

The young lady who, at the age of nineteen, had achieved her high-school diploma and, also, dis-

tinction as a violin artist had, simultaneously, attained an equal accomplishment in the way of developing the ability to employ her leisure effectively. She did not need to seek extraneous forms of entertainment; she could entertain not only herself but her friends as well. The study of music affords large possibilities as an avocation, not only for young people but, equally, for their parents. Indeed there are homes in which music is the nexus that binds all members of the family together each evening in a common interest. They all anticipate the evening practice with a glow of interest that carries them pleasantly through the regular work of the day. Besides, there is a desire to excel on the part of each member of the family that makes for the success of the entire orchestra.

The boy of fourteen who produced one hundred and fifty-three bushels of corn on an acre and so won the championship in his state felt no need for fictitious diversions during the summer vacation. He was pleasantly busy all the while cultivating his crop and watching narrowly and sympathetically the growth of each stalk. The value of this training was far in excess of the value of the corn. The corn was transient, but the training for leisure was permanent. In explaining his processes to others, he was all animation and it was evident that he had extracted keen pleasure from his experiences. In the process of corn-raising, this boy

learned how to direct and discipline his own powers, and this far exceeds in real value the accomplishment of the same purpose by external agencies. He became a maker of precedent instead of a mere follower.

Incidentally, this boy taught the men of the neighborhood, including his own father, how to produce a large yield of corn, and so experienced the exultation of incipient leadership. In this experience we find a solution of the problem touching the depopulation of the country. Given such white-heat interest as intensive farming evoked in this lad and the gew-gaw fictions of the city are powerless to lure him to them. Farmers have ready at hand the means that can be made effective in rendering their boys an asset to country-life. By allotting to their boys plots of ground to be used as their own, they supply the motive element that will keep the boys on the farm, or bring them back at the completion of their college work. The boy of high-school age is a person, and the father does wisely to treat him as such. When this realization of personal entity comes to boys and girls, paternalism is fraught with hazard. They want scope for their initiative, and the restraints of childhood annoy them.

**Recreative work.**—Summer camps and the like have their value, but they are not comparable to those employments that call for initiative and

afford freedom of action to the boy in working out real problems in obedience to his own behests. It is irksome to him to live by rote. He would rather make play of his work than work of his play. If he is competing for a prize for the most artistic lawn, the best garden, or the cleanest street, he feels that he is having to do with real things and, at the close of the day, he has the satisfaction of contemplating real achievements. The contemplation of such achievements is inspiriting and generates zeal for the next stage of progress. He will gladly walk a mile to secure a tool with which to cultivate his garden, but to walk a mile at the dictation of some monitor seems to him altogether bootless. He wants to feel that he is the proprietor of earth, air, sky, forest, stream, time, space, and, especially, his own powers.

**Practical suggestions.**—All these matters are interwoven in all plans that concern themselves with training for leisure. Every agency in the scheme of such training must attach itself to the natural tendencies of the people for whose leisure the plans are made. Hothouse methods will not avail in such a scheme. High-school pupils who are musically inclined will readily combine in the form of a band or orchestra, under wise guidance, and practice in music will at once preempt their leisure hours. Nor will this practice militate against their regular work. Quite the contrary.

The mental application, so necessary to success in their music, will manifest itself in the regular class-work. Instead of dissipating their energies in diversions that have no profit, these young people devote their leisure to an exercise that is, at once, agreeable, and that affords occasion for concentration of mind. In fact, all employments of leisure ought to fertilize the mind for greater efficiency in the performance of regular tasks.

The man who devotes his evening to the perusal of a book that stimulates thought will come to his task the following day with a degree of mental alertness that will make for greater success. Had he spent the evening in idleness, he would have missed the tonic which the book afforded and his work would have been less efficient. In short, the avocation should always reinforce the vocation. A group of young women in a normal school who devoted the noon intermission to needlework said they found this form of recreation helpful to the work of the afternoon. A woman, upon whom devolves the many cares connected with the administration of the home for a large family, makes it a point to practice a difficult musical composition each evening, and rises from the piano rested and refreshed.

It is a far cry from the colored supplement to the Book of Job. If the school could but transfer to the latter even a moiety of the devotees of the

former, the achievement would be well worth while. Certainly there is a demand for the colored supplement and the newspapers are clearly within their rights in catering to this demand, but the school is competent to stimulate a demand for things that have a higher value as to nutritive qualities. It is nothing short of pathetic to see a man or woman of mature years devoting leisure hours to such diversions, with music, art, history, literature and science within easy call. There is no inclination to try to locate responsibility for this condition and least of all to lay any charge at the door of the school; but, it is pertinent to remark that the school has an inspiring opportunity to render such conditions impossible for the coming generations.

**Indirect methods.**—Suggestion is more effective than a command in the way of directing the energies of pupils into productive channels during their hours of leisure. Indirection will succeed where direct methods will fail. The teacher may wonder how many books there are in the Bible, how many plays Shakespeare wrote, how many members of Congress there are, how many members in the Legislature, what is the order of procedure in a court trial, who are the members of the Cabinet—and the information will soon be forthcoming. As a suggestion, these matters stimulate curiosity, whereas, as an assignment they

would evoke questions as to their pertinency. By a like method of suggestion, the teacher may wonder whether Tennyson's religious convictions may be discovered from reading his poems, what is meant by the poetry of the Psalms, what is the historical background of Kipling's "Recessional," and what methods obtained in operating the "Underground Railroad." From the fertile resources of some home, or some library, the answers will be obtained and many people will profit by the investigations.

**Contests and exhibits.**—The corn contests and baking contests are producing beneficent effects upon individuals and upon communities. These contests provide useful employment for leisure hours and promote industry that becomes habitual by reason of the obvious benefits. The girl who acquires skill in baking and receives a prize feels that such work has been exalted to the rank of an accomplishment and she, herself, will acquit such work of the charge of drudgery. Such a shifting of values redounds to the advantage of all phases of home economics and the entire community is the beneficiary. The young people who participate in those contests come into a personal realization of the dignity of work and become its ardent champions. To them work has come to be a habit through processes that afforded keen pleasure.

When such contests are made integral phases of social center work they easily point the way to other enterprises in which parents and pupils may become participants. Teachers find here a fertile field of endeavor, and one that produces abundantly in providing for leisure. Community meetings provide opportunities for utilizing the leisure-hour achievements of all ages and classes, whether music, home economics, farming, or literary excellence. Indeed, it is the province of the promoters to discover excellence in any and every activity and bring it to the attention of the community by means of such meetings. Every prize that is awarded, and every victory achieved becomes a stimulus to endeavor on the part of many others to make their leisure time bring to them a like distinction. In such meetings the interests of the two democracies are fused to the advantage of both and parents unite, in hearty accord, with pupils and teachers, in working for the well-being of society.

## CHAPTER XXII

### MORAL TRAINING

**The sensory foundation.**—If we grant the validity of the principles of psychology in the general purview of training we must concede at once that they are equally valid in moral training. Seeing that a sensory foundation lies back of every reaction to the facts of history, science, and language, so it is equally true that a sensory foundation conditions every reaction in the realm of morals. There is a germ of good in every normal person, and it is this germ that constitutes the sensory foundation. This germ is variously styled moral sense, divine essence, and the quality that differentiates man from the lower animals. By whatever name it is called, we must admit its existence and realize that it furnishes the point of departure in any discussion that appertains to moral training.

As Dr. Strayer has so aptly said, “School education begins not with the ignorance of the child, but with his knowledge.” We must build upon what the pupil already knows; we must extend and expand the circle of his knowledge, whether of history, mathematics, or morality. The external

stimuli must be related to the knowledge which the learner already possesses, or there will ensue no reaction, and the mind will remain inert. In such case, the circle of knowledge does not expand. In morality, as in geography, we must proceed from the known to the related unknown. The inherent moral sense, undeveloped though it be, is the capital which we invest in this important enterprise. If we can but bring this moral sense to a high state of development we need not concern ourselves with the process of casting out devils, for the circle of morality will be large enough and strong enough to crowd the devils out. In other words, the moral sense will dominate the life.

**The inadequacy of precepts.**—The notion is quite prevalent that morality is to be inculcated by means of precepts and many teachers proceed upon this assumption. Such teachers ignore, apparently, the dictum of psychology touching expression and impression. In morals, as in all else, the expression is the reaction which tends to deepen the impression and groove it into a habit. The more expression that is generated, the deeper the impression and the more abiding. In this view, mere precepts are unavailing because they produce no reactions. They have a close analogy to the picture-film in that they afford no opportunity for expression. In the case of adolescents, especially, moral precepts

become irksome. They heard these precepts during their entire childhood and now that they are emerging into the estate of manhood and womanhood the regime of childhood does not appeal to them. Just here, perhaps, may be found an explanation of the exodus from the Sunday school that is noticeable at the age of adolescence.

**The nature of adolescents.**—Young people of high-school age are dynamic and want to be doers and not mere hearers. Their energy clamors for expression and any curtailment of expression seems to them a slight upon their manhood and womanhood. They would far rather be up and doing than listening to precepts. In their new outlook upon life, these precepts seem to them ancient history and the past, in their thinking, feeling, and living, is not at all comparable to the present. They are distinctly sentient, at this age, and altogether alert to the things of the present. They yearn to reach and to respond to the things about them. Their sentient and dynamic qualities are bearing them away from tradition. The eternal verities have not, as yet, found a place in their scheme of life. They are in a state of transition and their quest is for the Promised Land. Just what or where this is they do not know, but are quite willing to make the discovery, and it is the high privilege of the teacher to be their leader in this laudable quest.

**The content of goodness.**—People differ widely in their conceptions as to the content of goodness or morality. Some esteem it the mere absence of vice; others a sort of spiritual anaemia; and still others regard it as a soul gone blind. If we revert to the episode of the Burning Bush we shall realize that it is none of these; and, besides, the Great Teacher gave a definition for all time when he said “I must be about my Father’s business.” Morality is not negative, but positive. Goodness is not lethargy, but action. Moral training is not a system of pruning, but of promulgating growth. If we cultivate the growing crop, the weeds will disappear. Moses responded to the call for service and the Burning Bush grew into the Tree of Life.

**The psychological view.**—The training for moral conduct, then, is not such a complex matter as might, at first, appear. It is the process of inducing action through the proper presentation of the right external stimuli. It is the process of deepening impression through right expression. But the very simplicity of the problem, as thus stated, renders it all the more perplexing. We must know the extent of each learner’s sensory foundation; we must know the right sort of stimuli; we must know how to present them in order to produce the greatest reaction; we must know how to render reactions cumulative; and we must know how to make these reactions steady and continuous rather

than spasmodic. The teacher who can do these things effectively, can lay claim to some skill in moral training; but the teacher who fails in either of these items will find occasion for serious reflection. In the case of trees, we find year-rings that indicate periodic growths; but, in the case of people, we find no such lines of demarcation. We may feel that the pupil is emerging into a more hopeful and wholesome state, but the process eludes our closest scrutiny. There is no spiritual cyclometer by which we may test the rate of progress. We need large faith in the pupil and in the integrity of our methods of teaching.

**Moral training through regular studies.**—By no stretch of the imagination can we dissociate moral training from the formal studies of the school. On the contrary, moral training is enmeshed in every activity of the school whether on the playground or in the class-room. Just as there is no line of cleavage between English and history, so there is none between geometry and morals. When a mathematical fact is presented in such a manner that the mind of the pupil reacts upon it, leaps toward it, that pupil is receiving a lesson in veracity for the very cogent reason that he reacted upon a part of the great body of truth. What we call the scientific attitude of mind is nothing other than a certain development of the power to recognize truth with somewhat of nice discrimination.

Whenever a pupil solves his problem correctly he is merely telling the truth to those around him, and, all in good time, truth-telling becomes habitual. Spelling and reading are, in the same way, exercises in truth-telling. In reading, the pupil tells the truth only when he puts into the passage just what the author intended. To do this, he must reconstitute the sentiments of the author at the moment of writing. The defections in this sort of truth-telling among high-school pupils are both numerous and depressing. Many pupils have yet to acquire the noble accomplishment of reading.

**Platitudes and homilies.**—The method of setting out the stimuli and the character of the stimuli presented have much to do in the way of determining the character of reaction. Moral platitudes lull the minds to repose instead of stimulating them. And yet there are teachers, here and there, who are much given to such preachments, utterly ignoring the teachings of psychology. These hackneyed homilies bore pupils inexpressibly, but they are tolerant of the teacher's foibles and exert themselves to be outwardly polite. Thus they have a lesson in simulation, which is not accounted a moral virtue, simply because the teacher failed to observe a fundamental principle of elementary pedagogy. Had the pupil expressed his real feeling in the way of hurling missiles, he would have been expelled as a moral pervert or an incorrigible,

while the teacher would have been acquitted of wrong. Such is the travesty of fair-play, at times, in school administration. Here the teacher was the real offender, and the pupil but expressed his honest feelings. He might easily arrive at the judgment that honesty is not the best policy.

This supposed case is presented as typical of many flagrant violations of pedagogic principles for which the pupil pays the penalty in the way of a wrench of his moral sense. Pupils estimate real values to a nicety and, in such a case as has been cited, they know that the teacher is posing and they naturally have a feeling of resentment. They feel that the teacher is discounting their perspicacity and indignation follows inevitably. The damage to the moral sense of the pupils, in such a case, far overtops all the good that can possibly come from the academic work of the lesson, and they had been in better case had there been no lesson at all. When pupils go counter to the teacher's preconceptions there is often a tendency to classify their conduct as moral obliquity even though she, herself, was the inciting cause. She demands apologies but never apologizes. It is much easier to be a dogmatist than a teacher.

**Sincerity of the teacher.**—A pupil's moral nature does not expand in an atmosphere that is generated by the teacher's posing as a paragon of all the virtues. He has had little or no experience of

paragons and becomes uncomfortable in the presence of one. He prefers a wholesome human being to a paragon. Besides, he suspects the genuineness of the teacher's pretensions and proceeds to remove the mask. When he finally discovers insincerity, he thinks back over the long array of precepts that she has poured forth on the subjects of sincerity, integrity, candor, frankness, and truth, and then wonders who is to exemplify these qualities when the teacher fails. The boy reacts upon that which is straight, and clean, and staunch but his moral nature shrinks from the tortuous, the flaccid, and the vapid. If we hope to inculcate moral fiber we need to exercise great care in the matter of external stimuli.

**Altruism in moral training.**—The shifting from the egoistic to the altruistic motive occurs, in general, at high-school age and this shifting affords an advantageous opportunity for moral training. In casting about for some objective for their ebullient energies pupils find it outside of themselves and every expression of their energy upon this objective enlarges their sense of moral responsibility. Their dreams and their aspirations extend beyond the limits of the home and the school and their energies follow close in the wake of their aspirations. This tendency may be utilized to advantage by the teacher. Enterprises looking to civic betterment will find willing hands and brains.

In times of community misfortunes they respond with alacrity and render intelligent and faithful service. Distress and poverty never appeal to them in vain. Such reactions enlarge and deepen their altruistic impulses and make for more effective citizenship.

The objectives for their altruism are many and varied. These may readily be discovered by the teacher, and the pupils, themselves, will aid in the discovery. Native tendencies will point the way toward the right objective. The boy who once suffered an accident will readily respond to calls for help in like situations. His experiences have given him the sensory foundation for prompt reactions and every such reaction reinforces his moral stamina. Flowers for a teacher or school-mate who is ill will appear as if by magic at a mere suggestion. Benevolent conspiracies in favor of an unfortunate school-mate will bind pupils in a closer union and enlarge their capacity for sympathetic service. To the high-school pupils in several communities is due a large share of the credit for new buildings. They planned campaigns in favor of bond issues and presented matters so intelligently and so amiably that voters were captivated and revised their intentions.

**Altruism illustrated.**—In a certain city there came financial stress and a shortening of the school year seemed imminent. As a heroic measure of

relief appeals were made to citizens for voluntary contributions with which to avert the impending disaster. The pupils sensed the full import of the enterprise and became eager to contribute in some substantial way. Their parents were contributing to the fund to the full extent of their ability and money contributions by the pupils were clearly out of the question. After mature deliberation a committee waited upon the superintendent and proposed that they be given the privilege of caring for the study-room, thus dispensing with the services of a teacher. This was readily acceded to and during the entire semester they had full control of the study-room with no slightest semblance of disorder. In this way they effected a saving of several hundred dollars. It must be obvious that the moral phase of such an altruistic enterprise far outweighed the monetary consideration. Young people who acquire that sort of moral ballast will not capsize in a gale.

Under the stimulus of altruistic motives pupils can be brought to feel that the entire community is their legitimate province and that whatever concerns the well-being of the community is, in some measure, their responsibility. Once they get thinking of community sanitation and health, the study of physiology in the school will take on a new and fuller meaning and the intensity of their work will testify to their sincerity. Thus they

broaden out into citizens of the larger democracy while they are engaged at their tasks in the smaller. Thus, too, they are developing a social consciousness and they come to realize that, in order to be good in the best sense, they must be good for something. Their energies make new excursions into the realm of service and every such expression has a reflex influence that gives poise and stability. The tramp on the highway is not only not a good citizen but his manner of life accelerates degeneration. His motives are altogether egoistic and he, on that score, is an incubus upon society, a pensioner upon its resources. He may have generous impulses but they are spasmodic because they lack an objective.

**Habit in moral training.**—In the Latin, character is the plural of habit and reflection will verify this conception. The sum of our habitual acts constitutes character. Hence, we need to concern ourselves with the process of producing reactions to right stimuli with such frequency that they will groove into a habit. It requires a strong temptation to dethrone habit. In our school practices, we are inclined to bestow the meed of praise upon cleverness, but this quality may prove a liability instead of an asset. Cleverness may be volatile, and so interdict the formation of habit. The plodder often wins through in the game of life where the genius fails. The dull boy who must,

perforce, work unremittingly at his tasks is, thereby, forming habits which combine into character that renders him a sterling citizen. To him fidelity becomes a habit; otherwise it is not fidelity. If truth-telling is a habit, then it is involuntary and spontaneous. No one ever challenges the veracity of a man with whom truth-telling is known to be habitual. Honesty cannot exist as a mere policy. It must be more than that to be honesty. It must be a habit. The man who has the habit of honesty does not concern himself with consequences. To him there is but one course to pursue, and he goes straight forward in that course.

**Summary.**—By no means does moral training consist of external applications. It must concern itself with fundamentals. Nor can it be segregated. It is all-pervasive. Reactions, that will ultimately groove into habits, may be generated by a mere suggestion, the tone of the teacher's voice, a movement of the body, or a casual illustration. So that it is well to bear in mind that the teacher's every look, word, accent, and movement may be an element in the process of moral training and that all these elements are making for the weal of the larger democracy throughout the years.

## CHAPTER XXIII

### THE HIGH-SCHOOL PROBLEM

**Recapulation.**—The foregoing chapters have been written to small purpose if they have failed to produce a conviction that the high school has not fully realized its possibilities, either in the scope, or in the character of its work. We have become so accustomed to boasting of our achievements in high-school work that, in our apparent obsession, we have ignored, in some measure, our opportunities and responsibilities. We seem more concerned with what is than what might be. There is no occasion to minimize our achievements in an attempt to magnify and come into a full appreciation of our opportunities. The manufacturer of automobiles does not spend time congratulating himself upon his achievements; he is too busy contemplating improvements. If all teachers were equal to the best ones, in point of progressiveness, then the high school would bear a close analogy to the automobile factory. The school would then be doing its utmost to make each year's model superior to its immediate predecessor.

**Importance of the teacher.**—Right here we find the crux of the matter and can locate the trouble.

Some teachers are a drag upon progress and so reduce the average of teaching ability and leadership. This is said in all kindness. Indeed, there need be no thought of unkindness in stating a patent truth. The surgeon is kind in his diagnosis and in performing the operation that is to conserve life and health. A hundred names of such sub-normal teachers could be given off-hand, if such a course were necessary. Their sub-normality becomes all the more evident when they are compared, as to effectiveness, with other teachers of the same schools. One school man of nation-wide renown calls such teachers barnacles. Certain it is that they impede the progress of the educational ship. The distressing fact is that school authorities lack the courage to scrape the bottom of the ship.

**Static and dynamic teachers.**—In general, it may be truthfully stated that the larger the school the greater the number of such teachers. This may be accounted for by the fact that the tenure of position in such schools is more secure; and this, in turn, arises from the fact that when they reach the large high school there is nothing beyond to lure them forward. They seem to have reached the land of heart's desire and to allow their aspirations to subside. Many have vitality and enterprise sufficient to resist the temptation to settle down; and such teachers are the motive-power of the

school. When the farmer attains all the acres included in his aspirations, he does one of two things; he either settles down or, else, he enters upon a period of intensive farming, making the acres he has acquired more and more fertile. If he does the former, he is soon called land-poor; if the latter he is soon called the model farmer. The teachers under consideration have the capacity and the training to become counterparts of the model farmer; but, instead of that, they settle down, with all the rich acreage of opportunities about them and become land-poor. They simply quit growing and exemplify arrested development.

Many men teachers seek positions in the large high schools that they may live in ease and comfort. They adduce many specious pretexts for their decision, such as better social advantages, better educational opportunities, better library facilities, proximity to the college for graduate work, and others of like import, but, very often, these are mere justifications of a predetermined course. They prefer a place among the reserves to the moil and toil of the firing squad. They soon become acclimated and are heard of no more. The hours are easy; the work mainly routine; responsibility is slight; and they have more time for novel-reading. Now and then, one emerges from his obscurity and does some work that is really distinctive, but, for the most part, they pursue the

even tenor of their ways imperturbable and serene. Their line of conduct would indicate that they are millionaires who, in their quasi-retirement, seek some light and agreeable employment to avert ennui.

Periodically they become galvanic and this condition presages a movement for an increase of salaries. This accomplished, they lapse into their normal state until such time as the auspices seem favorable for another increase. Men of this type, when they hold meetings, inveigh against college domination and compare themselves with college professors to the disparagement of the latter, little realizing that many of these professors were formerly teachers in high schools and achieved such distinction in that field of endeavor that they were invited to positions in the college. They have another grievance against college professors in that they write so many of the text-books for the high school. These men cannot or will not write the books themselves and then complain because the college professors can and do write them. The fact is they are not students at all, either in an academic or in a professional sense and so produce nothing. Too few text-books issue from high schools, considering the opportunities afforded for their evolution.

**Dead-line teachers.**—The teachers, men and women, to whom the foregoing characterization

applies are said to have reached the dead-line. Some reach this destination early in their professional life, others later, and very many never reach it at all. These are the very elect and their failure to reach the dead-line is altogether to their credit. They have the same temptations as the others but they are dynamic and so resist these temptations to the great advantage of themselves and the school. Upon retiring, of his own volition, from a large city high school of which he had been principal for thirty-nine years, a man began the study of French and, in two years, became proficient in reading and speaking the language. Such a man never approaches the dead-line.

**The symptoms of decline.**—The symptoms of decline in those who do reach this condition are unmistakable. In the first place, they delude themselves with the notion that they are really progressive even though a thorough self-examination would prove the contrary. Their colleagues and the public know that their teaching is an exact duplicate of last year's work. Some have called them race-track teachers because they go around and around, year after year, on the same track and in the same way. They move up and down and think they are moving forward. While others go forward in the marching column, they are content to do camp-duty. They are static, while others are dynamic; they are centripetal while others are

centrifugal. They lull themselves to repose by self-administered soporifics. Their condition is all the more pathetic because they esteem themselves progressive. To them progress means re-elections, increases of salary, no loss of time, and maintaining their status on the pension roll.

Another symptom of decline is their disdainful attitude toward professional books and journals. This literature emanates from sources that are recognized as eminent and yet these teachers affect an air of superiority to it all. Nothing seems to be quite lofty enough to attain to their altitude. If their attention is called to articles or books of undoubted value they become supercilious. They lack docility and open-mindedness but seem to glory in their limitations. They write nothing themselves, yet disdain the best that has been written. Men and women of note will spend days in writing an article that they will not spend minutes in reading. Their only gleanings from the pedagogical field are what they overhear from the conversations of their colleagues and their interest in these is of the mildest. They seem to have gone on a hunger strike so far as professional reading is concerned. Their smug complacency and self-satisfaction are never disturbed by any agitation touching new methods of teaching. They reck not that their pupils must drink from stagnant pools instead of running streams. They are critical of

the reading of their colleagues, but their own reading is sparse and desultory. They crave the reputation of being readers and students, but they are not willing to pay the price. When, by chance, they read a book they exploit the fact with gusto. To them reading seems a luxury rather than a necessity. It is inconceivable that teachers of this type can be an inspiration to high-school pupils; but it is conceivable that such teachers might alienate pupils from the school. Such teachers are the real trouble with the high school.

**Lack of human qualities.**—Again these teachers seem to be lacking in the human qualities that make for successful dealing with adolescents. They lack buoyancy and naturalness. The pupils realize that they are somehow different from other men and women of the community, and the difference is in favor of the others. Their pose seems to have become permanent. There is a spiritual lassitude in them that repels rather than attracts. Some one calls this condition a congestion of the soul. It might be thought that teaching is conducive to this condition, but for the fact that so many people continue to teach for many years and, still, are never less than successful human beings. Their social consciousness seems dwarfed and inert, and, hence, they are unable to invest their subjects with human interest. Any language they may teach becomes a dead language—even English—with but

small hope of resurrection. They do not connect their subjects with the life that pulsates all about them, but seem to keep their windows all closed to prevent the entrance of draughts from the world outside. They may have heard of socializing school work but it meant nothing to them, and so produced no change in the moribund character of their teaching. Let no one expend sympathy upon them because of what is here written; they will have no knowledge of this unless by hear-say and, even in that case, they will be all unconscious of its application to themselves.

**The picture not overdrawn.**—Let it not be thought that the foregoing picture is overdrawn; far from it. It is really photographic. There is no advantage in blinking the facts. Diagnosis must precede remedies, and prepare the way for them. The dull, listless, mechanical teaching that obtains, to some extent, in the high school will not be eliminated until the authors of that sort of teaching are aroused to a consciousness of their shortcomings. Just how this is to be done has long puzzled superintendents, principals, and alert teachers. Mild measures have not availed, and surgery seems necessary in the premises. Possibly, some teachers are beyond recall, but we can, at least, sound a note of warning to those who are still dynamic, docile, and progressive to the end that they may retain these qualities, even against odds,

and so assist, in a positive way, in the solution of the problem that confronts us. For the solution lies with the teacher; there is no alternative. The method may be of the best, but it will be ineffective unless the teacher gives it potency.

**The energizing teacher.**—Over against the foregoing dead-line teacher is the energizing teacher and she is quite as real as her opposite. She teaches in a large high school and is far from being a myth or a fiction. She is altogether dynamic but is never officious or vehement. She is pervasive, unconsciously so, but never obtrusive. She exhales power as quietly as the rose exhales fragrance. Her presence is felt with no announcement. When she enters the room there is order but not dead silence. If her pupils feared her, there would be silence; but, respecting her, there is order. She makes no profession of friendship for her pupils, for that would discredit their understanding. She respects their intuition too much for that. She neither gushes nor raves, and is never teachery. She is a gentle, natural, wholesome human being. She never walks on stilts, but down on the ground among her pupils. In her presence there is freedom, but never liberty. What she professes is never put into words, but shows forth in her conduct. Her voice and manner are the same in the school-room as in the drawing-room; the same the

last hour of the day as the first; the same on Friday afternoon as on Monday morning.

She is a student and an omnivorous reader but never parades the fact. Reading is a part of her life the same as eating, sleeping, and breathing; hence, any parading of her reading would seem too personal. She reads many professional books and journals, but does not limit her literary excursions to these lines. She knows what enterprises are forward in her own city and in the world at large. She is cosmopolitan, and not provincial. In professional lines, she reads to good purpose, and welcomes every new suggestion. She is never dissatisfied, but ever unsatisfied. Her teaching proclaims her a diligent student of methods, and her colleagues consult her as a pedagogical oracle. She is no faddist, but always sane and steady, and ever moving forward. She never seems hurried, but is always busy; and yet never too busy to be gracious and amiable. She is neither a snob nor a sycophant, but inspiringly democratic. She never permits the teacher to subordinate the woman. She has large consideration for the other person's point of view, and intolerance is foreign to her nature. Upon occasion, she indulges in a hearty ringing laugh that betokens sincerity, and a generosity of spirit that exalts the lesson she is teaching. She radiates intelligence and good-cheer so naturally

in her every act and word that it becomes infectious. Whatever she touches she adorns and ennobles.

The extra touches in life seem her chief joy. She finds pleasure in writing a courteous note of appreciation to the author of an article that illuminates her path and reciprocal courtesies flow back to her. She is recognized as a personage not alone by the school but, also, by the entire community. She is a factor in both democracies and so helps to unify them in their interests and in their activities. She is too much a lady to demean herself by nagging, and she is never querulous either in school or in society. She has that quiet dignity, poise, pose, and serenity that evoke smiles of welcome for her by the school, by homes, and by assemblages of teachers, or citizens. Such a teacher lures into the high school many a boy and girl who otherwise would stand aloof and when they have entered the charmed circle of her influence they are glad to remain and to do their utmost in order to win her approbation.

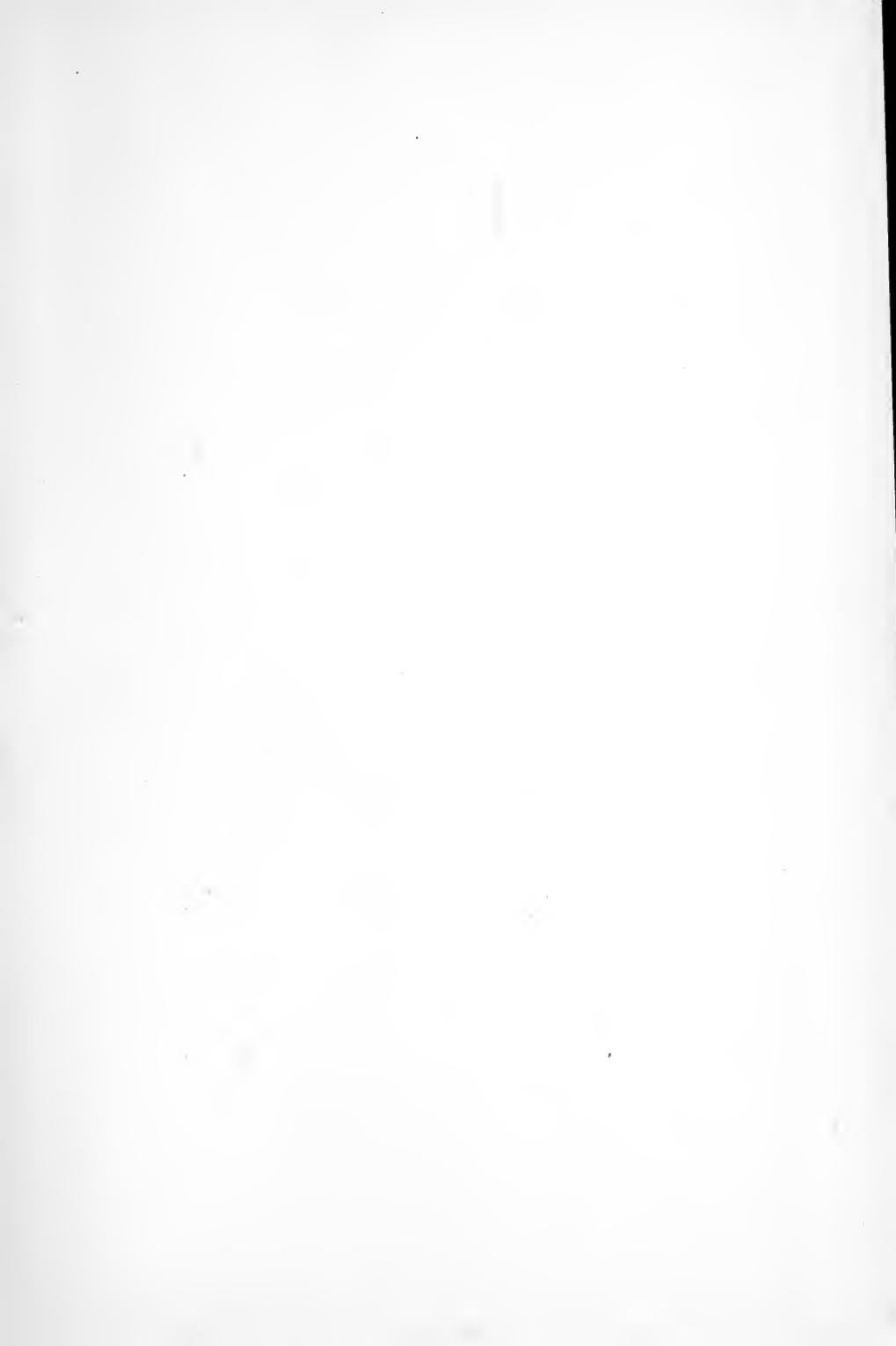
Again, let it be said that the solution of our problem comes directly to the teachers. We have palatial, and even extravagant, buildings; we have supplied equipment even to repletion; in short, we exploit externals with much fervor. All these, however, are but useful auxiliaries. They do not touch the heart of the problem. Just as a home

does not consist of house, grounds, furniture, library, pictures, and other furnishing, so the school is better and finer than these externals. The spirit of the school is the paramount desideratum; and people alone can generate spirit. Nor does the stream of spiritual influence rise higher than its source. Unless the spirit of the teacher transcends all devices, equipment, and lessons, the school suffers in consequence. It requires the quickening influence of the teacher's spirit to give meaning and power to all these elements. These externals are the body of the school; the teacher is the soul.

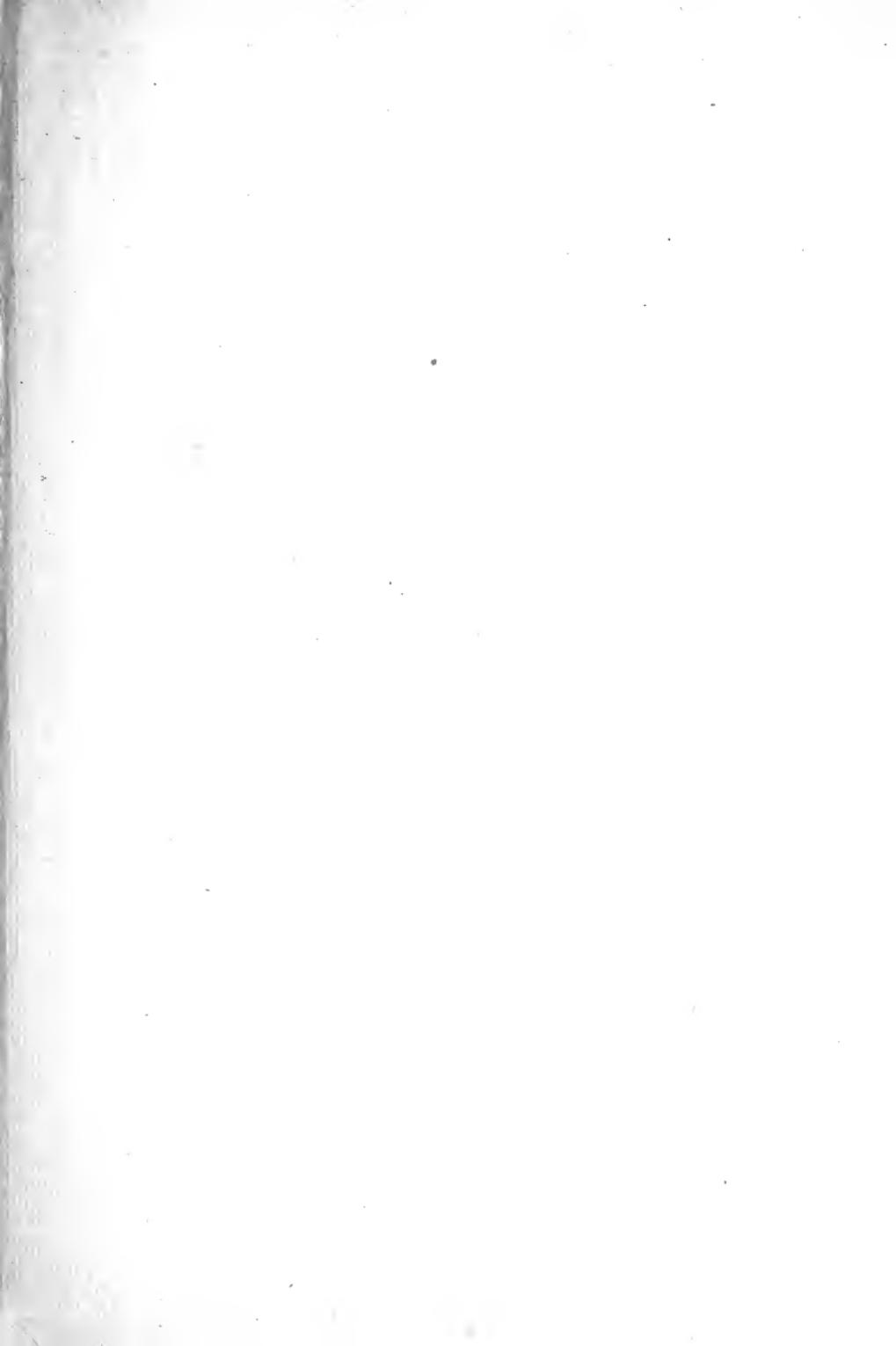












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